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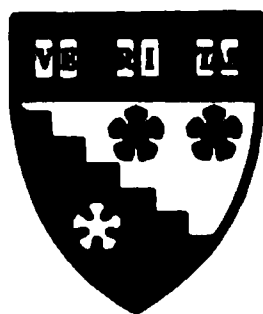
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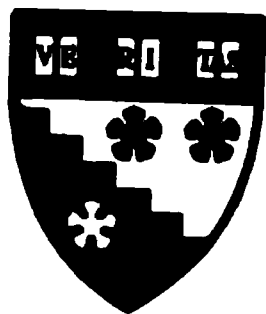


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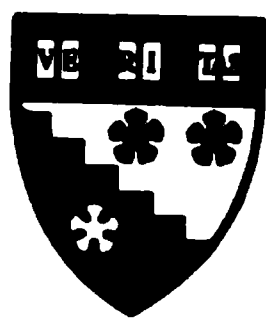
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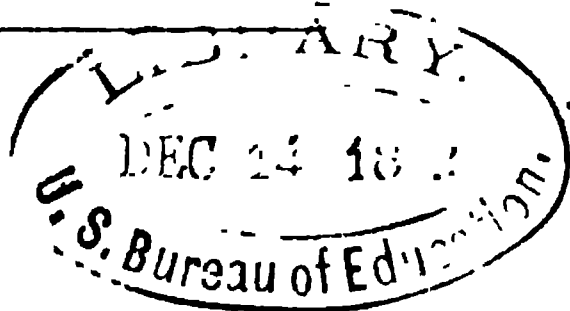
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## SOME HINTS FOR LETTER-WRITING.

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HENRY A. FORD.

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**T**HE increasing prominence of letter-writing as one of the simple practical arts to be taught in the schools of the people, the higher standards of excellence in this branch which are coming to prevail year by year, and the new rules to be found in the books and new usages adopted in business, make a fresh article on this topic occasionally desirable. The following suggestions are understood to be based upon the best authorities now currently received, and the best usage accepted in social and business circles. They have been prepared with much care, and I think may be safely followed from beginning to end, modified only as cultivated taste and the march of improvement may prompt change.

1. Buy paper and envelopes as fine and heavy as you can well afford, but of plain white or bluish-white only, and the paper better unruled than ruled, if you can learn, as you should, to write straight and at regular intervals without the aid of lines. The Government stamped envelopes are cheap, extremely convenient, can be had in several sizes, and with your name or business card printed upon them, if a sufficient quantity be purchased at once. All envelopes, in business at least, should have the card of the writer printed upon them, that they may

be returned if not called for within a certain time. If a printed letter-head is used, it should be in rather small type, plain, neat, and correctly spelled and punctuated throughout. Write no letters on foolscap or legal cap, unless a very long one, to be enclosed in a large-sized ("official") envelope. Use a half-sheet, whole sheet, or several half-sheets, according to taste or length of letter; but do not send a half-sheet with ragged edge, nor ever less than a half-sheet. In social correspondence, many still do not think it quite decorous to use less than a whole sheet, however brief the letter. Use, in general, only the blackest of black ink. Red and other fancy inks are not considered in good taste. The purple and violet inks will fade in a few years, and hence should not be used for official correspondence or for love-letters, unless, in the latter case, the writer wishes to avoid the possible consequences of suit for breach of promise! Some years ago, a huge mass of manuscript in the War Department at Washington had to be recopied, because originally written in purple or violet; and the Pension Bureau and agencies now invariably return papers written in other than black ink.

2. The first written line of a business letter is always the date line. In other letters it may be placed at the end, after the signature and on the left of the page; and in letters for the press it should always be placed there. If long, it may be broken into two lines, the names of place, county, and State occupying one line, and the particulars of date another, the two being connected by a brace on the right. If the place is a country neighborhood, or otherwise somewhat obscure, the name of the county should be added, for a reason given below, unless no answer is expected. The word county and the names of State and month, may and generally should be abbreviated. Some care is necessary here. "Jun.," if used, should not be written so as to be mistaken for "Jan." If writing in Iowa, be careful not to date your letter from "Ia.," which is one of the authorized abbreviations for Indiana only; and if writing from the latter State, don't make Ind. look like Md., as it easily may in careless writing. Every fairly-informed person should know well the tables of abbreviations in the standard dictionaries, and conform his practice thereto. In writing from a well-known town or city to another point in the same State, especially if to

an acquaintance, the name of State and county may be omitted; and in familiar notes not sent away from the place its name may also be left out. In these the name of the day of date is generally given, as well as the day of the month. In writing the latter, the best usage now omits *st*, *d*, *rd*, or *th*, after the number. But if the number is written first, it is better to add the letters, as, "20th Nov." Short date-forms are much used by business men nowadays; as, 11|20, '78; 11-20, '78; or 20-11, '78;"—all alike reading "Nov. 20, 1878." The proper punctuation of a date-line may be illustrated thus: Valparaiso, Porter Co., Ind.; Nov. 20, 1878.

3. Next the address on the envelope should be so far repeated in the letter that, in case of the mutilation or destruction of the former, as sometimes happens, the latter could be re-enclosed and sent forward. If copied in full, it should generally be in two lines, unconnected by a brace, and the beginning of the second a little to the right of the beginning of the other; but very rarely in three lines. In familiar correspondence, or where the distance to be traversed is short or particularly safe, the principal address may be omitted. It is sometimes given at the bottom of a letter, on the left. Whether at the beginning or end, it should invariably be closed with a period.

4. The subordinate address should be, usually, Sir, Dear Sir, Miss —, Madam, Gentlemen (never "Gents"), Ladies (or Mesdames), as the case may be. Intimate friends may be addressed as My dear Sir, Dear Madam, My dear Madam, etc. The address to a relative or very near friend may be varied greatly, at discretion. Persons much above the writer in official or social standing may be fitly addressed as Honored (Hon.) Sir, Esteemed Sir, and the like. All words in this address are to be capitalized, except the connectives, if any, and adjectives not at the beginning. Avoid the abbreviation Dr. for "dear." If in a line by itself, the subordinate address may be followed by a comma, a comma and dash, or a dash alone; if in the first line of the body of the letter, by the comma and dash. A more formal and dignified style, in either case, uses the colon.

5. The body of a letter should be written half an inch to an inch from the left edge of the page, for convenience in binding, if desired, and for writing any additional matter that cannot well be interlined. Write, in general, upon only one side of the

paper, unless the letter is long. The matter, in business letters, should be as brief and as pointed as is consistent with clearness. Abbreviations are allowed in them, but not usually (except names of months) in social correspondence. A separate paragraph should be taken for every subject. Orders for anything may better be on a separate paper, if other matter is included in the letter. "Duns," of course, like other communications, should be couched in language thoroughly decorous and respectful: they are liable otherwise to be treated with the silent contempt they deserve. Seldom apologize for haste in writing, bad penmanship, poor materials, or other defects: rather avoid the seeming necessity for apology.

6. The complimentary close, just before the signature, is exceedingly varied. The more common forms are, Yours truly, Yours respectfully, Yours respectfully and truly, Yours sincerely, Yours cordially, etc. "Very" may be used to intensify each of these, and in all cases "yours" may come in at the end, instead of the beginning, or may sometimes be omitted altogether. Friendship and affection add a great many other phrases in this place. The punctuation should be as indicated above, a comma following the whole.

7. The signature should be neat and plain in every part, without egotistic flourish or underscored line. A lady should sign Miss or Mrs., which may be enclosed in parentheses, if thought more modest. No other title is allowable, except that, in a strictly official letter, the official designation of the writer should follow his name. If signing for another, his initials (sometimes with "per" prefixed) should follow just below—or the full surname, according to taste or the instructions of the principal.

8. A stamp or stamped envelope should always be enclosed, when the business is not clearly of mutual concern, and an answer is expected. The envelope may better not be directed for return, but a printed return envelope can be used, and it is often well to enclose one when a stamp is not demanded. Don't stick a stamp to the letter-sheet, but place it carefully in the corner of a fold.

9. The address should be written straight and lengthwise upon the envelope, in this order: 1, Name of the person, firm, or company addressed; 2, Of the place; 3, Of the county, un-

less the town or city is very well known (this is specially requested by the General Post-office, to abridge the labor of employes, and render transmission more speedy and certain); 4, Of the State, which it is safest to write in full. The name of county is sometimes written in or near the left lower corner. In this corner should also be written "Personal," if the matter of the letter is to be regarded as confidential, or is special to the person addressed. Some title of honor or respect usually accompanies the name. The best taste adopts simply Mr., in writing to men, unless the recipient is commonly known as Dr., Prof., Capt., Col., Hon., and the like. Esq. should very seldom be used, except in addressing lawyers or magistrates. Never follow Mr. or other prefix, and the name, with Esq., or prefix Dr., if any title with D. in it follows the name. The writer lately received a communication from the Principal of a graded school of some importance, directed to "Prof. —. ———, Esq." Any title except Dr. or Mr., however, may be followed by A. M., M. D., D.D., LL. D. (be sure to get these L's right), Ph. D., and the rest. Never address or speak or write of a clergyman as Rev. ———: if his initials or given name is not known, write Rev. Mr. ———. The stamp or stamps should never be put anywhere but on the right upper corner. Letters of introduction or recommendation should not be sealed.

9. The arrangement and contents of letters and familiar notes, invitations, etc., as also of business documents, with their capitalization and punctuation, should be carefully studied, in some good collection of forms.

10. Postal cards (post-card is the better English term) are quite informal, and almost independent of rules. They should never, except in emergencies, be written with a pencil. Names and dates should be particularly distinct. All private matters and terms of endearment (much more of abuse) should be sedulously excluded. "Duns" and invitations should rarely be written upon them. Write nothing but the necessary address upon the face of the card, as it will otherwise be subjected to additional postage.

KALAMAZOO, MICH., Nov. 20, 1878.

---

HE that lives on hope will die fasting.

## READING IN PRIMARY GRADES.

L

GEORGE P. BROWN.

THE foundation for correct habits of reading should be laid in the primary schools. The error to be avoided from the beginning is the too common one of requiring or permitting children to name letters and call words that mean nothing to them.

Perhaps, Mr. Editor, your readers who have been amiable enough to read all that I have written for your Journal, will begin to think that my harp has but a single string. The burden of every paper has been "Teach the children to read intelligently." I should feel generously paid for my labor, and you, sir, would be a benefactor to your race if we could make all who read the Journal appreciate the length and the breadth and the depth of this injunction. On the contrary I find, in even the best schools, with a few notable exceptions, that teachers and pupils in every grade are mistaking the calling of words, for reading. And I am told by examiners, that teachers manifest great inability to interpret the thought of the printed page.

"These things ought not so to be."

But you requested me to write a paper on Reading in the Primary Schools, and I will begin by presenting briefly the three methods of teaching children in the lowest grade.

The first and oldest is

## THE ALPHABET METHOD.

This requires that the child first learn the names of all the letters. He is next to be practiced in spelling by letter and pronouncing monosyllables of two letters, then of three letters, then of four; then words of two syllables, and so on. The objection to this method is that it keeps the child at work for a long time upon that which means nothing to him. There is little to awaken interest and thought in merely learning the names of letters, and still less in the senseless b-a ba, b-e be, b-i bi, f-l-a fla, f-l-e, fle, f-l-i fli, which would seem to have been invented for the express purpose of teaching children from the start that reading is simply calling words that mean nothing.

By slow degrees, however, the pupil incidentally learns to associate certain sounds with the names of the letters, so that by



spelling the word by letter he is helped to the pronunciation of it. This comes through much toil and tribulation. The following dialogue will have a familiar sound to many of your readers:

Tr. Spell this word.

Ch. b-a.

Tr. What does that spell?

Ch. Beeay.

Tr. No; it spells *ba*. Spell the next word.

Ch. b-i.

Tr. Well, what does that spell?

Ch. bee-eye.

Tr. No; it spells *bi*. Spell this word.

Ch. f-l-a.

Tr. What does that spell?

Ch. efelay.

Tr. No; *fla*.

And so on, day after day, until the child, by intuition and association of sounds that have some slight resemblance to each other, is able to see some relation between the name of the letters and their sounds, which serves as a very rusty key for the pronunciation of new words.

How senseless and uninteresting is all this to the pupil, and how expensive in both time and patience! The child gives the teacher a hint in its first attempt to pronounce b-a that he ought to make use of. It names the letters b-a and says that they spell *beeay*: and so they do. It pronounces the letters f-l-a and calls the word efelay. That is, it makes the word by uniting the sounds uttered in naming the letters.

Who is not able to see in this the valuable hint that it is the *sound* rather than the *name* of the letter that ought to be learned. And yet, there are thousands of schools in Ohio and Indiana in which the dialogue given above, or a similar one, is acted over and over again, every day in the week. It would seem that the ghosts of these murdered hours would haunt these teachers and drive them into better methods, or out of the profession.

But is there nothing good in the old Alphabet method by which we all learned to read?

The skillful and conscientious teacher will be successful with any method, but there is little in the Alphabet method, as a method of teaching, to commend it to favor. The most that

can be said for it is that it is possible to teach children to read by it, and that it is better than none.

#### THE PHONIC METHOD.

By this method pupils are taught that the letters represent certain sounds. The letter *a* is not first known to the child by its name, *ay*, but by its short sound, *ă*. So the letter *t* is known by its sound, and the child is taught to form these two sounds into a word by gradually pronouncing them closer together until both sounds are uttered in combination and at a single impulse of the voice; thus: *a - - - t*, *a - - t*, *at*. Then the letter *c* is taught as representing the sound, *k*; and in a similar way we make the word *cat*; thus: *c - - - at*, *c - - at*, *c - at*, *cat*. Then the sound *r* is taught and the word *rat* constructed. Then the sound *m*, and the word *mat* is the result of the combination; and so on.

By the Phonic method the word is learned by a synthesis of sounds, as in the Alphabet method it is learned by a synthesis of letters. But the sound method is a great improvement upon the letter method for the reason that it permits the child to do what he naturally inclines to do when taught the names of the letters; viz., combine the sounds which he makes in calling the letters, into words. Besides, it gives the pupil the key by which he can make out new words. Suppose that the child comes to the word *vat* which he has never seen. He has already learned the sound that each one of these letters represents, by using it in other words. But the combination is new to him. In nine cases out of ten he will discover what the word is without any assistance from the teacher, by simply bringing these sounds near together. His method will invariably be, *v - - - at*, *v - - at*, *v-at*, *vat*, and he will be quite apt to ask, "What is a vat?"

The advantages of this method over the other are apparent to every one, and so great are they, that many able teachers have pronounced it *the method* of all methods. Books have been prepared based upon this method, and, for a time, it was the *ne plus ultra* of instruction in Primary Reading.

But it has its disadvantages. One of these results from the fact that the same letter represents several different sounds. And then, again, this is made still more complicated by the number of ways in which each of these six sounds may be rep-

sented. The long sound of *a* is represented in twelve different ways; the short sound in four ways; the sound of "a" in "father," in six ways; the sound of "a" in "care" in six ways; the sound of "a" in "ask" in one way; the sound of "a" in "all" in eight ways; making a total of thirty-seven ways. The like is true of the other vowels. From this one must conclude, as experience has proved, that the range of words taught to the children must be a very narrow one, from which a large number of the ordinary words used in the child's talk must be excluded, or else the child will be led into inextricable confusion by undertaking to learn a number of different sounds for the same letter, and to distinguish them by the use of diacritical marks. This confusion is inevitable, or the progress of the pupil discouragingly slow.

We find, then, that the Phonic method is wanting because of the poverty of the vocabulary on the one hand, and the confusion caused by the introduction of a number of different sounds for the same letter, and the consequent early introduction of diacritical marks on the other.

#### THE WORD METHOD.

This method took its origin from a course of reasoning somewhat like the following:

The child learns objects first as wholes. He does not find head, neck, body, legs, and tail together and call the result "horse." He first sees the object as a whole and asks for the name of it. Chair, to him, is not the aggregation of legs, seat, back, etc. It is one object, and he gives no thought to the parts which compose it. It is not until later that he analyses it into its parts.

So in learning to read: the child already knows the object *cat*, and he knows also that this object is represented by the picture of the cat. When he sees the picture he thinks *cat*. This, then, is the first step in teaching him to read. He reads the picture. The next step is to show him that the *word cat* means a cat also. This is another kind of picture of this object. We call it a word. Then, to call his attention to the arrangement of the letters, the teacher goes on comparing the word to the picture, showing that by covering up the head of the cat in the picture you do not see the whole of the picture; so by covering

up the *c* in the word you have not the whole word. And if the head was put between the body and the tail in the picture it would not look like a cat; so if the *c* was between the *a* and the *t* it would not be the word. By conversation of this kind the child learns the word as a whole. A few words thus learned forms the bridge by which the pupil passes from the realm of pictures, objects, and spoken language, with all of which he is familiar, to the realm of printed language; and every word thus learned calls up in his mind the object or quality of which it is the representative. After a few words representing objects and their qualities are learned in this way it is easy to add to these others of which no pictures can be made; such as *is*, *this*, *that*, and the like. For soon the only association which the child needs to enable him to remember the word is the sound made in speaking it.

The strong points in this method have been suggested in the description of it.

It enables the child to form and recognize pictures of his ideas, so to speak, and to read words and sentences that are perfectly intelligible to him when spoken, but which could not be read by him, if taught by either of the other methods, until many months later. In other words, it affords a large range of words, whereby a great variety can be given to the reading lessons, and an interest awakened in the thought of what is read. It is eminently adapted to teaching the child to read intelligently, for every word that he learns must be associated with the idea which the word represents. Words are made signs of ideas to him, and he reads words as he reads pictures.

But the word method fails in one very important particular. It gives to the pupil no key or clue by which he can make his way alone. He is dependent upon some one else for every new word he learns, as he is dependent upon some one else for the name of every new object he sees. This is a fatal objection to the exclusive use of this method in teaching children to read.

I have attempted to show thus far the strong points and the points of failure in the different methods in vogue for teaching small children to read.

I will conclude this paper by a brief statement of what seems to be the result of the best experience thus far.

1. The *Word Method* should be used exclusively for a short

time until the pupil has become accustomed to the use of printed words as the representatives of objects and of the spoken words with which he is familiar. He should learn first to read these words in phrases and then in sentences; ever making prominent the natural expression of the thought.

2. After the pupil has been thus introduced into the realm of printed language, and has seen that it is but another form of picture language, he should be led to analyze some of these words which he has thus learned into their elementary sounds, and to associate the sound of the letter with its form. Words should be selected at first that have the same sound of the vowel; i. e., short *a*, short *e*, etc.

3. After the sounds of a few letters have thus been learned, the pupil should be taught to use this knowledge in determining for himself new words that are found in his lesson.

4. In every lesson henceforth the phonic and the word method should be combined; i. e., some words should be learned as wholes, and some should be analyzed into their elementary sounds.

By this combination the strong points of each method are retained and the points of failure are avoided. By slow degrees new sounds are introduced and the pupil is able to determine for himself more new words, but he is still learning words at sight which are yet too difficult for him to analyze into their sounds. By and by, after weeks or months of work in this way, he begins to see that the same letter may have more than one sound and that in many words there are letters that have no sound at all. Now he is ready to begin the use of diacritical marks, for he has gained knowledge and strength enough to avoid being confused thereby. These diacritical marks are used during the latter half the year, but new words continue to be learned sometimes by sound, sometimes by sight.

5. But what about the alphabet? Well, this should be left to take care of itself for the most part. The names of the letters are of no use except as a matter of convenience in referring to the letters and in oral spelling. But this knowledge is valuable for these purposes. The alphabet can be learned incidentally. The teacher in speaking of a letter calls it by name, and in a short time the pupils catch it up and the letters are learned, no one knows how or when, precisely.

6. This paper would be incomplete if I did not urge the importance of the use of the slate and pencil. From the first day of the school to the last, use should be found for them. At first the words may be printed, but very soon the script letters should be taught, and before the end of the first year the pupils should be able to *write* any word they read.

7. I close this paper with a suggestion about ruling slates, for which I am indebted to some one else, but I have forgotten to whom:

Take a common Gillott pen and break out the two central points. Two points will be left which will serve to mark the lines on the slate the proper distance apart for the small letters. Then obtain a ruler twice or three times the width of these points and you have all the apparatus necessary for the proper ruling of the slate, and will avoid the permanent injury often done to the slate by ruling lines too deep.

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### ARITHMETIC—METHODS.

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JOHN M. BLOSS.

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**T**HE best method to teach any subject is the best method to study that subject. A method for the study of any subject which does not involve a thorough knowledge of the principles underlying the subject, and which does not lead the student to clearly express that knowledge, either orally or in writing, must prove a failure.

In arithmetic, the ability to mechanically obtain an answer is worse than useless, because it is a waste of time, enervates the reasoning powers, being devoid of thought, and engenders bad habits in the study of all other branches.

Pupils should be made to understand that the "*cut and try method*" is abortive of good results, and is a disgrace to their good sense.

In teaching arithmetic, we should inculcate such methods as will secure the following objects:

1. A development of the reasoning powers by a thorough analysis of every step involved.
2. A method by which the pupil will be compelled to study



the meaning of the problem and determine for himself what is given and what is required.

3. A method by which he will be led to see the *end from the beginning*, or, in other words, to know the successive steps which are to be taken before beginning the solution.

4. Such an arrangement of the work upon the slate, black-board, or paper that the successive steps may be intelligible not only to the teacher but to "the stranger that is within thy gates."

In this, and other articles upon the subject of methods in arithmetic, the attempt will be made to deduce methods in harmony with the principles indicated above, nor is it to be understood that the method given, in any case, is believed to be THE METHOD, but only *a method*.

#### STATEMENTS.

No pupil is prepared to solve a problem who does not understand what the hypothesis of the problem is, and what deduction is to be made. Hence, from either reading a problem, or hearing it read, he should be able to write a concise statement of its meaning. The ability to do this must be acquired before he can fully appreciate *any* analysis of the problem.

1. If one book cost 30 cents, how much will 5 books cost?

Statement.  $\left\{ \begin{array}{l} 1 \text{ book} \text{ --- } 30 \text{ cents,} \\ 5 \text{ books} \text{ --- } \text{ --- } ? \text{ (how many cents)} \end{array} \right.$

In writing statements, the pupil should be required to make the proper abbreviation for all words which have a regular abbreviated form, and for all others the first letter, or so much of the word as will suggest the remainder.

2. If 8 yards of cloth cost 16 dollars, how much will 12 yards cost?

Statement.  $\left\{ \begin{array}{l} 8 \text{ yd. --- } \$16, \\ 12 \text{ yd. --- } \text{ --- } ? \text{ (how many dollars?)} \end{array} \right.$

If you wish to show the steps in the analysis, make the statement thus;

8 yd. --- \$16,  
1 yd. --- ---?  
12 yd. --- ---?

In all single statements, place that term last which is the same in kind as the answer.

3. If 8 yards of cloth cost \$32, how many yards will \$48 buy?

$$\begin{array}{r} \$32 \text{ — 8 yd.} \\ 48 \text{ — — — ?} \end{array}$$

The pupil should be required to read the problem from the statement made before beginning the solution.

ANALYSIS.—ONE STEP.

The following analysis should be required of pupils who are studying *multiplication*.

1. If one bushel of wheat cost 75 cents, how much will 8 bushels cost?

$$\begin{array}{r} 1 \text{ bu. — 75 ct.} \\ 8 \text{ bu. — — — ?} \end{array}$$

Analysis.  $\left\{ \begin{array}{l} \text{Since 1 bu. will cost 75 ct.} \\ : 8 \text{ bu. will cost } 75 \text{ ct.} \times 8 = 600 \text{ ct.} \end{array} \right.$

Remarks. 1. The auxiliary *will* is used to obviate the necessity of writing *costs* in the first line and *cost* in the second.

2. The colon placed before 8 bu. is to be read *then*.

3. In multiplication, only a concrete number can be multiplied by an abstract, or an abstract by an abstract. That a knowledge of this fact may be shown by the work of the pupil, the multiplier should always be placed after the sign of multiplication. 75 ct.  $\times$  8 means 75 ct. multiplied by 8, and in the analysis should be read 8 *times* 75 ct. The form 8  $\times$  75 ct., read 8 times 75 ct., is considered admissible by some authors, yet it may be very properly read 8 multiplied by 75 ct., which is an impossible operation, since an abstract number cannot be multiplied by a concrete number. Hence, to avoid ambiguity, it is best to use that form which cannot be improperly interpreted.

2. If one barrel of flour cost 6 dollars, how much will 689 barrels cost?

$$\begin{array}{r} 1 \text{ bbl. } \$6, \\ 689 \text{ bbl. — — — ?} \end{array}$$

Since 1 bbl. will cost \$6,

: 689 bbl. will cost  $\$6 \times 689 = \$4134$ .

Solution—1. 689 No. barrels,

\$6 cost of 1 bbl.

2.

$\$6 \times 689 = \$4134$ .

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\$4134 cost of 689 bbl.

**Remark A.** The language used in the explanation of all solutions should be the same as that used in the analysis preceding it.

The following analysis should be required of pupils studying division :

3. If 8 yards of silk cost \$14, what will one yard cost?

8 yd. — \$24,  
1 yd. — — ?

Since 8 yd. of silk will cost \$24,

: 1 yd. of silk will cost  $\frac{1}{8}$  of \$24=\$3.

Pupils studying division can readily comprehend that  $\frac{1}{8}$  of a quantity is the same as the quantity divided by 8.

**Solution.**—*See remark A.*

1. 8)\$24 cost of 8 yd.

—————  
\$3 cost of 1 yd.

2.  $\$24 \div 8 = \$3.$

3.  $\frac{\$24}{8} = \$3.$

#### ANALYSIS.—TWO STEPS.

4. If 9 pounds of beef cost 108 cents, what will 6 pounds cost?

9 lb. — 108 ct.  
1 lb. — — ?  
6 lb. — — ?

(1) Since 9 lb. of beef will cost 108 ct.

(2) : 1 lb. “ “  $\frac{1}{9}$  of 108 ct.=12 ct.

(3) : 6 lb. “ “ 12 ct.  $\times 6 = 72$  ct.

In this analysis the first line is the hypothesis, and the second is the conclusion; the second being determined becomes the hypothesis from which the third is determined. Beginners should repeat the second line. The above should be read as if written thus:

Since 9 lb. of beef will cost 108 ct.

: 1 lb. “ “  $\frac{1}{9}$  of 108 ct.=12 ct.

Since 1 lb. “ “ 12 ct.

: 6 lb. “ “ 12 ct.  $\times 6 = 72$  ct.

5. If 5 gallons of wine cost \$10, what will 9 gallons cost?

5 gal. — \$10,  
9 gal. — — ?

Since 5 gal. of wine will cost \$10.

|   |              |   |   |                           |
|---|--------------|---|---|---------------------------|
| : | 1 gal.       | " | " | $\frac{1}{5}$ of \$10=\$2 |
| : | 6 gal.       | " | " | $\$2 \times 6 = 12.$      |
| ∴ | Since 5 gal. | " | " | \$10                      |
| : | 6 gal.       | " | " | \$12.                     |

The sign ∴ is to be read *therefore*, and precedes the conclusion.

6. If 6 men can mow a field in 20 days, in what time can 5 men do it?

6 m. ——— 20 da.

5 m. ——— ?

Since 6 m. can mow a field in 20 da.

|   |            |   |   |                                   |
|---|------------|---|---|-----------------------------------|
| : | 1 m.       | " | " | 20 da. $\times = 6120$ da.        |
| : | 5 m.       | " | " | $\frac{1}{5}$ of 120 da. = 24 da. |
| ∴ | Since 6 m. | " | " | 20 da.                            |
| : | 5 m.       | " | " | 24 da.                            |

Solution—See remark A.

20 da. time 6 m. can mow it

6

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5) 120 da. time 1 m " "

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24 da. time 5 m. " "

7. If \$32 will pay for 8 yards of cloth, how much is 12 yards worth?

8 yd. ——— \$32.

12 yd. ——— ?

Since 8 yd. of cloth will cost \$32

|   |             |   |   |                            |
|---|-------------|---|---|----------------------------|
| : | 1 yd.       | " | " | $\frac{1}{8}$ of \$32=\$4. |
| : | 12 yd.      | " | " | $\$4 \times 12 = \$48.$    |
| ∴ | Since 8 yd. | " | " | \$32                       |
| : | 12 yd.      | " | " | \$48.                      |

Solution  $\frac{\$32 \times 12}{8} = \$48.$

The principles of cancellation should be taught to pupils while studying division. The explanation of the above solution is the same as analysis of it, except that the result of the division, \$4, is not given as in the second line.

Remark B. The solution should be explained as follows: Since 8 yd. will cost \$32, then 1 yd. will cost  $\frac{1}{8}$  of \$32; then 12 yd. will cost 12 times as much as 1 yd., which is \$48.

8. If 1 gal. of cider cost 225 ct., how much will 5 gal. cost?

*If 9 ga. cost 225 ct. then one gal. will cost as many cents as 9 gall. is contained in 225 ct., which is 25 ct. Then 5 g. will cost 5 times 25 ct., equal to 125 ct.*

Remarks. 1. It is assumed to be true that 9 gal. cost 225 ct. Therefore *since* should be used instead of *if*.

2. Gal. is the proper abbreviation for gallons; not *ga.*, *g.*, nor *gall*.

3. 9 gal. cannot be contained in 225 ct., hence the deduction is impossible.

4. The above analysis, if corrected, does not show to the eye the successive steps as well as the previous forms.

Solution,  $9 \overline{)225}$  ct.

$$\begin{array}{r} 25 \text{ ct.} \\ 5 \\ \hline 125 \text{ ct.} \end{array}$$

Explanation (by pupil).—*I divide MY 225 ct. by 9. I then multiply MY 25 ct. by my 5 gal., which gives ME 125 ct.*

Remarks. 1. The explanation gives no reason for the work done, and hence should not be accepted. 2. There is no evidence in the problem that the 225 ct., the 25 ct., or the 5 gal. belonged to the pupil, and it is very unreasonable to suppose that doing this work *gave him* 125 ct., unless he is a fiatist.

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## BOOKS THE TEACHER'S SOLACE.

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OLIVIA T. ALDERMAN.

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“**W**OULDST thou be Achilles or Homer?” asked an Athenian of his son. Quick came the response worthy of the crested warrior himself, “Wouldst thou be the victor in the Olympic games or the herald who proclaims the name of the victor?” and I doubt not that to do, to act, to lead, is indeed the universal instinct of youth, and that only when maturity of years and experience, perhaps also of sorrow, has taught the supremacy of the empire of thought, is the decision reversed

and the blind Homer crowned lord of the youthful hero whose exploits he has sung.

A fine picture was it of the dignity of science and the royalty of letters when Louis Napoleon, coveting the laurel wreath, the life of Cæsar in his hand, knocked in vain at the door of the French Academy. The master of the destiny of Europe, he who had caused kings and thrones alike to fear and tremble, could neither abase nor terrify the judgment of those scholarly men.

But not of the supremacy of mind or the glories of authorship would I write, but rather of the refuge and consolation found in literature and books, and something of the exquisite pleasure the naturalist and the poet teach us to find in the common things of life.

Be as pretty as you can, little girls,—smile, dimple, blush, and flirt—coquetry is as natural and innocent to youth and beauty as is the love song of the bob-o-link. Saucy words and merry laughter from rosy lips are, to even sages, more enchanting far than poetry or science. Yes, 'tis true that “a dog-rose blushing to a brook” is not prettier or sweeter than the shy loveliness of a rustic belle. Beauty is its own excuse for being, and now as of old Venus, not Minerva, wins hearts. Yet cultivated taste, too, has its charms, and when youth is buried, refinement and intelligence, if they do not win admiration, are to the possessor a higher pleasure, a deeper satisfaction, than even the memory of past triumphs.

“Do you happen to know the story of Locke’s “Hannah?” I have it not at hand, but will tell it you in simple prose. She was the pride of all the country round, perfect in form and feature, exquisite in tints of pink and white, an artist’s inspiration. Many lovers a wooing came, but of them all Abel alone was welcome. Fair as a flower was she when she became his wife. The wife of a struggling schoolmaster, of one who had both industry and genius. Years passed on. He read, studied, thought, and wrote. She swept, baked, cooked, and sewed. They loved each other dearly, and as all her sacrifices were for him, they were her sweetest pleasures. Abel is admitted to the bar of his native state, and in process of time is sent to Congress, where his good sense and ample culture make him a leader among men, his eloquence and noble bearing a hero to the

lovely, elegant ladies he meets at the capital. He, honest christian gentleman that he is, is not untrue to his faded rustic wife. He is ashamed of her; that is all. Yet that one word contains the heart-breaking tragedy of many lives.

Last spring I visited an old lady, a dear old grandmother, one who had borne brave sons and fair daughters, for whom she had toiled, in whose pleasures she had rejoiced, and for whose griefs she had sorrowed and wept. I paint not for you a pitiful story of ungrateful children and neglected old age. "No over the hill to the poor-house here." The best room in the house is grandmother's. Her children have surrounded her with comforts to which her youth was a stranger. But the trembling, nervous hands no longer can guide the swift needle, nor can her tottering feet bear her about her accustomed avocations. Her occupation gone, restless and uneasy, she who has lived but to toil, not toiled that she and others might enjoy life, wearies the listener with endless stories of the number for whom she has cooked, of the cloth she has woven, and the yarn she has spun. Relieved of all care, her chair sways to and fro, the accompaniment of the constant refrain, "I can't find work enough to keep me agoin." Her window faces west, but the eyes that have been trained to search the heavens only for the signs of the times or the tokens of an approaching storm, take no note of all the gray and the brown, the dim blue, the shadow purple, and the veiled gold. Well knoweth she that the warm rain maketh the corn grow, but her daily bread being secure she knoweth not that every color wet is twice as brilliant as when dry; and that when distances are obscured by mists and bright colors vanish from the sky and gleams of sunshine from the earth that the grass and the foliage revive their perfect green, and that every sunburnt rock glows into an agate.

With a heart full of sadness and the despairing thought, must this be the end of human life, I turned to another white-haired old woman, one of those whom God hath hidden away sweetly to surprise us the last day. No certain income is hers, but with Thoreau she has learned to be poor without a hint of squalor or inelegance. Little rest is there for her tired hands or weary feet, but her "mind to her a kingdom is." The Bible and Pope's Homer were the companions of her childhood; history, biography, theology, and the Bible still of her maturer

years. She speaks good English, a little old-fashioned, but quaint, musical, and sweet. She, too, was facing the west, and as I placed my hand on her shoulder, saying something about the sunset clouds, deep crimson flame colored, golden, quickly she responded, with kindling eye, "St. John in the Revelation, a sea of glass mingled with fire." The end must come, but till it does no querulous complaints will be heard. Her hands are toil-stained, for from no burden of life has she shrunk, but living with heroes, the companion of princes, she has acquired a gentle dignity, indeed she seems a daughter of royalty, a queen in her own right.

And truly, not the least charm of literature is that which springs from its tender sympathy with all that is winsome in the lowly life, with all that compassionates the sorrowing and is brave in self-sacrificing. Poetry can never sing of wealth as wealth, or rank as rank, but of them only when hallowed by tenderness and linked with charity. No strain has come quivering down through the heart of all ages like the ideal beatitude, "Happy the poor," and no life is there so perfect as that of him who had not where to lay his head, yet carried the whole world in his heart.

But you cannot teach genius. No. As Ruskin has fitly said, "Education and industry can do much; can determine whether the apricot shall fall a green bead, blighted by an east wind, shall be trodden under foot, or whether it shall expand into the tender pride and sweet brightness of golden velvet; but an apricot out of a currant, a great man out of a small one, did never yet art or effort make.

Let this be granted. Nay, more, let God be thanked for that which can be taught or manufactured loses its intrinsic value. Let us love and worship genius, and for ourselves, since we can attempt no higher poem; since nature has withheld from us those rarer gifts, without which industry labors in vain to produce immortal eloquence and song, let us go to our books for help and hope, for that which will sweeten our daily toil, which will never oppress as a burden or fail as a resource.

I cannot forbear quoting from the letter of Anaxagoras to Aspasia:

"You, Pericles, and myself have a world of our own, into which no Athenian can enter without our permission. Study,



philosophize, write poetry. These things I know are difficult when there is a noise in the brain; but begin and the noise ceases. The mind, slow in its ascent at first, is soon above the hearing of the frogs or sight of the brambles.

Says Macaulay of Warren Hastings, a man who had ruled an extensive and populous country, had sent forth armies and in his high place had so borne himself that all had feared and most had loved him, when after that wonderful and dramatic impeachment he had left the halls of Parliament a ruined man, "He had always loved books, and *now they were necessary to him.*" And again of Bacon, the mighty thinker who had put his trust in princes and been disappointed, "Whatever might be his pecuniary difficulties or conjugal discomforts, those *noble studies* for which he had found leisure in the midst of professional drudgery and courtly intrigue, *gave to this last stage of his life a dignity* beyond what power or titles could bestow." In the companionship of the mighty dead he forgot the treachery of the mighty living.

Though not from books alone does true wisdom grow, though the cloister must open outward to the world and upward to heaven, yet in truth is the love of study the eternal passion, and "Books! oh, Books! a refuge sure are ye." A pillow soft to the wearied heart, ye throb to the touch as the pulse of a friend, and ye bring an exquisite sense of companionship and peace.

To conclude in the words of Ruskin, words so sweet they rob the Hybla bees, "To watch the corn grow and the blossom set, to draw hard breaths over the plowshare or the spade, to read, to think, to love, to hope, to pray, these are the things that make man happy."

PURDUE UNIVERSITY.

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SLOTH, by bringing on disease, absolutely shortens life; while laziness travels slowly and poverty soon overtakes him.

DRIVE thy business, let not that drive thee. We can make these times better if we bestir ourselves.

LET us be up and doing—and doing to the purpose.

## ONE MORE.

*(Written for the School Journal.)*

By LEE O. HARRIS.

Tis gone at last, the saddest day  
Of all the old year's varied train.  
I saw it, when the shadows lay  
Aslant, across the plain,  
Pass, trembling, through the gates of eve,—  
The last—with mournful pace and slow,  
My eyes were wet, I could but grieve  
To see the exile go.  
For many a backward glance he flung,  
As one who quits his native land,  
Till evening's gates were inward swung  
By twilight's dusky hand.  
And now, alone, I musing sit  
Amid the silence of the night.  
Across the floor the shadows flit,  
In ghostly robes bedight.  
The old clock ticks upon the wall  
Until my heart is faint and sore,  
For in my soul the echoes fall—  
"One more! One more! One more!"  
"One more!" Oh flattering, feeble hand!  
And all thy labor yet to do!  
"One more!" Oh promise writ in sand,  
And lost to mind and view!  
Yes, one year more has stolen by,  
Ere I had heard his silent tread.  
Yet I remember well, when I  
Thought Time was shod with lead.  
I waited then his slow advance,  
Who flies to-day on wings of wind,  
And led the hours a merry dance,  
That leave me now behind.  
"One more!" which entered like the morn  
With all joy's bright and rosy train!  
"One more!" whose hopes were Iris-born,  
'Mid sorrow's bitter rain.  
Tis said, with flowers beneath his feet,  
Time always speeds unheeded by.

Tis strange that he should be so fleet,  
Where thorns and brambles lie.

For, mid the bowers sweet and fair,  
Where sated pleasures lie asleep,  
There stands a cold, white sepulcher,  
Where memory stops to weep.

Yet sweet may be the hopes that stand  
Beside the rosy gates of dawn,  
As those which twilight's dusky hand  
Closed evening's portals on.

Then let oblivion's kindly hand  
Bury my dead hopes from my view,  
That I may not, a trembler, stand  
Between the old and new.

"One more! One more!" the echoes ring  
"One more!" The midnight hour is here.  
"The king is dead—long live the king!"  
All hail! the glad New Year!

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## CITY AND COUNTRY SCHOOL WORK COMPARED.\*

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W. H. WILEY, Sup't Terre Haute Schools.

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THE teacher himself first claims our attention. The city teacher carries out the instructions of his superiors more promptly and more fully than the country teacher. This is explained by the fact that the field of labor of the former is located very near the supervising power compared with that of the latter. If the city teacher fails to understand any part of his work, or if he is disposed to slight it from any cause, the superintendent is on the ground to give advice or administer reproof, according to the necessities of the case. But if a teacher in the rural districts misinterprets the meaning of the instructions of the county superintendent, or tries to evade them, the mere matter of distance works against the best interests of the school.

The comparative possible influence upon the community is greatly in favor of the country teacher. All the people look to

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\* Extract from an address to the County Superintendents.

him; all know him. But a city teacher may not be known by the parents of the children in a single grade.

The manner of electing teachers in cities is preferable to the exciting and personal contests to be seen in many parts of the country. After election, and while the schools are in progress, the motives to faithful work are about equally balanced.

The present plan of licensing teachers gives the advantage to those from the country. The great variety of work demanded of them causes a constant review of the subjects upon which they must pass an examination in order to obtain license, while the city teachers are confined to certain grades including only parts of the legal requirements. These selected studies must be carried to such an extent as to leave neither time nor strength, on the part of the candidates, to fully prepare on the other branches.

In reference to grading and classification, the work can be done about as well in the country as in the city. Let the city have large classes and few grades in one room, and the country have small classes and a large number of grades in the school. Then, give the small classes short time for recitation, and *vice versa*. This plan is frequently to be found in operation in the city itself. In large schools there is one grade to a room, while small schools sometimes have three or four grades in the same room. The work to be done is modified to suit the different schools.

The comparative promptness with which pupils are furnished with books and other means for carrying on their work, is greatly in favor of the city. Instruction is given more systematically in the city schools than it is in the country.

The promotion of pupils from grade to grade and the manner of their final withdrawal from school are more carefully looked after in the city than in the country.

Discipline is, for a number of reasons, more easy in the country than in the city. The big boys of the country are more disposed to obey and spend their time to better purpose than the large boys of the city. The outside attractions of the city have an unfavorable influence upon pupils not thoroughly imbued with the spirit of faithfulness to study.

# OFFICIAL DEPARTMENT.

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## CONCERNING RENEWALS OF TEACHERS' LICENSES.

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The following is the substance of an opinion given by this Department in response to an official inquiry :

1. A county superintendent has the right to renew a teacher's license if the applicant has previously received two two-years' licenses in the same county.

2. He may also legally refuse to make such a renewal.

3. Any agreement of a superintendent to renew does not create a legal obligation to do so. If he promises to renew a license this promise, not being a matter of legal record, cannot be construed as a license. Hence, if he subsequently refuses to make good his promise the teacher cannot claim the promise as a justification for commencing school without a license.

4. If a teacher has not previously received two two-years' licenses in a particular county, any attempt on the part of the superintendent of that county to renew a license previously granted, or to extend it in respect to time, would be an attempt to do an illegal thing. Any such act on his part would be void, or, at least, voidable.

5. If a superintendent renews a license for a person entitled to a renewal, such renewal cannot be antedated, or, in other words, it is in force from and after date only.

NOTE 1.—It has been decided by this Department that if a teacher, holding a valid license, commences teaching a school, and the license expires shortly after, that the teacher is bound to procure another license within sixty days from the date of the commencement of the school.

The argument on this subject will appear in a subsequent number of the Journal.

NOTE 2.—The case under 3 is a hypothetical case and not an actual one.

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## CONCERNING QUESTIONS FOR COUNTY EXAMINATIONS.

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As most of the County Superintendents know, the questions for county examinations are not printed under the supervision of the State Superintendent. They are printed in such a way that it is impracticable to read proof. Hence, typographic errors sometimes appear in the printed lists. They are generally quite obvious, and they probably need no further explanation.

JAS. H. SMART,  
Superintendent of Public Instruction.

## EDITORIAL.

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"HAPPY NEW YEAR," is the Journal's greeting to each and every one of its readers. It believes that teachers ought to be happy, and that, as a class, they are happy—happy because they are hard at work, and because they feel that that work is resulting in good. *Successful labor* is the only key to true happiness. The old idea that Heaven is simply a place of *rest*, was doubtless invented by a lazy person. Idle people are never happy.

The Journal, then, wishes for its readers, (1) Plenty of work to do; (2) Ability to do that work well; (3) Good pay for the work done. The highest good as well as the greatest happiness can only come when labor is appreciated in a tangible way. These three wishes synthetized mean "Happy New Year."

The Journal, with this number, enters upon its *twenty-fourth* year, and feels a justifiable pride in its past achievements. It extends hearty thanks to its many friends for support and encouragement. It promises, for the year to come, to do everything in its power to surpass the work of any past year. It is its ambition to be to every live teacher a *necessity*.

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### EDUCATING OUT OF "SPHERES."

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Not a little is being said now about educating boys and girls out of their spheres. It is stated that a large part of the community always must labor with their hands for a livelihood, and it is further claimed that a liberal education disqualifies for this labor. The first statement is doubtless correct. It has always been true, and in the very nature of things must be true that a large majority of any people must earn a living by the sweat of the brow.

But the second claim does not follow as a necessity, and it ought not to follow at all. It is not true that education disqualifies for labor. It is true the world over that the best educated people are the most industrious people. Intelligence spurs to industry; ignorance breeds idleness. Our poor houses, our almshouses, our prisons, exist *chiefly* for the ignorant. But while it is true that education does not of itself disqualify for manual labor, it is true very many children are educated out of their "spheres" by having instilled into their minds, both at home and at school, false ideas of life. Children are taught that manual labor is not respectable, or at least that it is not *as* respectable as official or professional labor. Farmers give their sons a liberal education not that they may become highly intelligent and scientific farmers, but that they may become lawyers, physicians, preachers. Mechanics send their sons to college not that they may become master mechanics, but that they may be able to make a living without work. Girls are sent to the high school and the college not that by the increased intelligence they may be better able to do the work of life devolving upon them, but that they may "appear" to better advantage in society. Everywhere boys and girls are urged to study and to be honest, not that they may be better prepared to do the ordinary work that is certain to fall to the lot of most of them, but that they may be prepared to fill some high position of honor. An address to school children would not be complete if it did not contain something like the following: "You must use every moment of your time to the best advantage. Remember that in a few years you will be men and women, and will be called upon to fill all the responsible places in society. From among these boys and other boys now in school, will come our lawyers, doctors, and preachers; from among them will the people choose their county officers and their legislators. And who knows but that I am now talking to a future governor, or congressman, or even president of the United States. Lincoln, you remember, was once a poor, ragged little farmer boy. And who knows what ornaments to society these girls may become if they will only be industrious and get a good education."

Every reader of the Journal has heard many and many a time speeches to schools that sounded very much like the above; made not by teachers always, but by preachers, school officers, and patrons who have been unfortunately called upon to make "a few remarks."

A little boy was recently urged to be diligent since he might sometime be president of the United States. He answered that John Smith's father had told him that *he* was to be president, and that James Brown's father had said that *he* was to be president, and that the teacher told all the boys the same thing, so if all the boys were to be presidents he didn't want to be. Sensible boy.

Such speeches and such sentiments have blasted many a life. Boys and girls have been made to believe that if they would only persevere and get an education they would thereby be removed beyond the necessity of doing ordinary work, and when they find, as most of them must find, that the promised easy times and high places do not come, they become despondent, and life becomes a burden to them. The places they can secure they reject or acc e

with reluctance, while the places they seek are shut against them, and thus their lives are soured if they do not prove complete failures.

The sentiment to be inculcated at home and in school is that all necessary labor is honorable; that it is as honorable to farm or to build houses as it is to clerk, or to practice medicine, or to plead law; that the dishonor lies in doing work poorly. Boys and girls should be taught early, and have it impressed upon them later, that most of them must make their living by manual labor, and that their education is to help them to do their work better. They should also be taught that every girl as well as every boy should learn a trade or be qualified in some way to be self-supporting. They should learn that it is an honor to work, that it is a disgrace to live in idleness, however wealthy. Girls should grow up with the idea that it is disgraceful for them to be *dependent* even upon their fathers, when they can earn their own living.

The general inculcation of these sentiments in our homes and in our schools is the only practical solution of the tramp question.

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#### GREEK FRATERNITIES AND PURDUE UNIVERSITY.

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Many of the readers of the Journal have doubtless seen references to the late "unpleasantness" in Purdue University with reference to the organization of Greek societies in the institution.

Purdue being strictly a scientific and agricultural school, the board of trustees and the faculty decided that Greek societies would not be conducive to the best interests of the institution, and passed a rule forbidding the organization of such societies. Under the rule the faculty refused to allow the organization of a society last fall, and out of this the trouble grew. The outside influence seems to have added much to the difficulty.

Not being a member of the Sigma Chi fraternity, we cannot decide as to the wisdom of the college authorities, but from our standpoint it seems reasonable that they should be left free to make such rules and regulations as in their wisdom seems best. We have no hesitation in saying that the resolutions passed by the fraternity at Indianapolis, calling in question President White's honor and fair dealing in this matter, were highly unjust and inexcusable. Dr. White has most fully vindicated himself from all the charges made. He, in common with other people, should be allowed to hold and express his opinion upon such questions without having his motives impugned.

In the interest of fair play, we give President White's special report to the Board of Trustees at a recent meeting. He says:

Permit me, in behalf of the Faculty, to submit the following explanation of the rule looking to the freedom of Purdue University from the influences of the so-called Greek fraternities:

The membership of these fraternities is almost exclusively in the classical colleges, and they represent the classical and professional spirit. It is our unanimous opinion that the multiplication of these fraternities in Purdue Uni-



versity would seriously interfere with its success as a scientific, technical, and agricultural school.

These fraternities represent another system of education, and they are controlled by another spirit. The chapters in Purdue would necessarily be in close alliance and largely under the influence of the chapters in the classical colleges, and the culture and spirit which they represent would antagonize the training and purpose of Purdue. We desire to imbue our students with the scientific and industrial spirit—to create in them a love of science, a respect for labor, and an earnest purpose to advance the great industries of the State. To this end the societies in Purdue must represent the scientific and industrial system, and they must be pervaded by the industrial spirit. No school of applied science can prosper if secretly sapped by the adverse influence of the classical system.

The Faculty of Purdue is actuated by no hostility to the Greek fraternities. We simply believe that they have no proper place here. We cheerfully concede to them the occupancy of the large field presented by the numerous classical colleges of the country, where they now have their seat and life. If these fraternities are an aid to these institutions, they have the advantage of such assistance. All that Purdue asks is, that it be permitted to do the great work intrusted to it in its own way and without the interference of the classical system. The rule of the University was made *in the interest of industrial education*.

We also desire to say that we are not unfriendly to the classical system of education. We do not sympathize with those who denounce it as "effete," "useless," etc. We do not even claim that the education proposed at Purdue is of higher value to society than that afforded by the classical institutions. We simply claim that it sustains a more direct relation to the industrial interests of the State, and that it possesses great practical value. The classical system has one aim, and the industrial has another. Both classes of institutions are doing a great and much needed work, and we rejoice in their prosperity. We could enter heartily upon the task of building up an institution devoted to classical and literary culture, but we are intrusted with a different and much more difficult duty. We have accepted the responsibility of shaping and giving efficiency to an institution whose chief aim is the promotion of the great industrial interests of the State of Indiana, and we propose to discharge this duty with unwavering fidelity. We shall do all that lies in our power to make Purdue University an acknowledged success as a scientific and industrial institution.

Respectfully submitted,

Dec. 10, 1878.

E. E. WHITE, President.

Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

**SPECIAL OFFER.**--Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and Feb. 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map in Business column.

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### INDIANA'S COMMON SCHOOLS.

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State Superintendent Smart, in his biennial report to the Legislature will classify the children of school age in the State, so as to show the comparative strength of the schools in cities, incorporated towns and villages throughout the State, and the somewhat remarkable conclusion is reached that five-sevenths of the children are taught in the country schools. The relative figures are as follows: In the thirty-seven cities there are, according to the enumeration of 1878, a total of 130,192 children; in 210 incorporated towns there are 61,895 children, and in the balance of the State, which is made up of the country and smaller villages, the number of children is 507,066. The main fact which is intended to be impressed upon the law-makers by these figures is that only two out of every seven children in the State are taught in the schools of the cities and incorporated towns; and that, therefore, the efficiency of the village and country schools is a matter of the highest importance and deserving of most careful consideration.

The condition of the school fund will also be treated in detail in the report. The fund has gradually increased until it has reached \$8,984,455.55, and including additions made since June 1, the date of the latest returns, the total is probably not less than \$9,000,000. The increase during the current year was over 60,000. The per capita in 1862 was \$13.61; during the succeeding six years it was increased, until in 1868 the per capita was \$13.93. That was the highest ever reached, as since that time the increase of population has been greater than the additions to the fund, and the per capita now stands at \$12.85, a gradual decrease having taken place for the last ten years.

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**ELIGIBILITY OF TRUSTEES.**—The Supreme Court has decided that township trustees elected in 1874 and again in 1876, were not eligible in the spring of 1878. It holds that the Legislature, in shortening the last term, left it still a term to be counted, and that a trustee having served two consecutive terms cannot legally hold a third.

The attorney general has ruled that all trustees having been thus illegally elected to the third term are *de facto* trustees, and that their official acts are valid and will so continue to be unless their places are contested by their competitors, and the courts decide otherwise. It is hoped that there will be few contests.

**A NICE DISTINCTION.**—The State Superintendent has decided that the act of a township trustee in refusing to adjust the surplus dog tax is not subject to appeal to the county superintendent, for the reason that an act performed by the trustee of a civil township as such, although it may have some reference to the public schools, is not subject to an appeal to the county superintendent, but only when the act is performed in his capacity as school trustee.

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### THE LEGISLATURE AND EDUCATION.

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The Legislature will convene early in January, and ere the February Journal can reach its readers, if we may judge from past experience, a deluge of bills will have been introduced, making changes in the school law. In the regular session of the last Legislature there were introduced, if our memory serves us correctly, sixty-three bills proposing changes in the school law, an average of one a day, and it was not a very good session for school-law Bills, either. If there is any one thing that the average legislator knows all about, it is "schools."

That our present school law could be improved in some minor particulars all will agree; but that it wise to keep continually tinkering at it no thoughtful person believes. The Indiana school law, as a whole, is an excellent one; not one of its adjoining states can boast of one so good. What is most needed now is that the laws shall be allowed to remain as they are till they have been tested thoroughly, and thus give teachers, superintendents, and school officers a chance to do some faithful work under a system that has only been cleverly inaugurated.

Indiana, in past years, has enjoyed (?) the reputation of being the most illiterate of the northern states, and has only within a few years attained a standing educationally which was at all respectable. Then, for the sake of the reputation of the state, let no backward step be taken. Indiana cannot afford to be the first state in the Union to abolish its State University or Normal School, cripple its high schools, or reduce its general school tax. It should practice economy, but it does not dare to economize its general intelligence.

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**TEMPERANCE.**—This country is spending between 6,000,000 and \$7,000,000 annually for intoxicating drinks, and about as much more as a result of their use, and yet people complain of hard times and insist that the school tax shall be cut down as a source of relief. It is remarkable to know how many people there are in the world who are willing to starve their brains for the sake of gorging their stomachs.

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In the estimation of the editor, he has not, in the seventeen years he has been acquainted with the Journal, known a number to excel the present in variety and character of matter. He calls special attention to every article and to each department, Every page will repay a careful reading.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR NOVEMBER, 1878.

#### WRITING—*Specimen of Penmanship.*

This entire exercise is to be written in Ink, and marked as a Specimen in Writing. 50

1. Write the following, carefully, in your ordinary hand-writing: "The veil that covers from our sight the events of coming years, is a veil woven by the hand of Mercy." 10

2. Write the word "reviews," and give two "cautions" as to the peculiar formation of any of the letters in it.

3. Write the words Play, Depth, Spencer, Black, Muzzle, beginning each with a capital. 10

4. What is meant by the forearm movement, and when should it be taught or attempted? 10

5. Give the six principles used in the formation of the small letters. 10

ORTHOGRAPHY.—1. What is the distinction between a letter and an elementary sound? 10

2. (a) How many and what elementary sounds does *a* represent?

(b) Represent each sound by the proper mark. 2 pts., a=6; b=4.

3. (a) What is the distinction between a diphthong and a diagraph?

(b) Give examples. 2 pts., a=6; b=4.

4. (a) How many and what sounds has *th*?

(b) Give examples. 2 pts., a=6; b=4.

5. How many and what sounds compose the words *write*, *heir*, *though* *foreign*, and *eight*? (Write each word phonically with proper diacritical mark.)

Spell ten words pronounced by superintendent. 5 for each word.

NOTE.—Superintendent should pronounce ten words to the applicant, who should be required to write them upon paper.

## READING.

"Better than grandeur, better than gold,  
 Than rank or titles a hundred fold,  
 Is a healthful body, a mind at ease,  
 And simple pleasures that always please.  
 A heart that can feel for a neighbor's woe,  
 And share in his joy with a friendly glow,  
 With sympathies large enough to infold,  
 All men as brothers, is better than gold."

1. What words in the above selection would you require pupils to spell?  
 What should determine your choice? 2 pts., 5 each.

2. What directions would you give pupils for the study of the following words; 1, grandeur; 2, better; 3, a (in the second line); 4, pleasures; 5, always; 6, neighbors; 7, share; 8, joy; 9, enough; 10, sympathies?  
 10 pts., 1 each.

3. Tell the meaning of each of the words numbered in the second question. 10 pts., 1 each.

4. Tell what words in each line of the selection you would group together and speak as expressing one complex idea.

5. What moral lessons can be developed from the above quotation?

NOTE.—The applicant should be required to read a selection from a book: he should then be marked upon his reading from one to fifty, according to the value placed upon the performance by the superintendent.

ARITHMETIC.—1. Define scale as used in arithmetic. What is the decimal scale? 2 pts., 5 each.

2. How many times will the contents of two pails, holding respectively  $5\frac{1}{4}$  and  $7\frac{3}{8}$  quarts, have to be poured into a hogshead holding  $254\frac{1}{8}$  quarts, to fill it? Proc. 5; ans. 5.

3. If by selling a house for \$12,500, a builder gains 25 per cent, what per cent would he have gained or lost by selling it for \$9000? Proc. 6; ans. 4.

4. (a) Upon what does the value of a fraction depend?

(b) In what way may you increase the value of a fraction?

(c) Illustrate each way.

a=3; b=3; c=4.

5. What is the area of the smallest square lot that can be enclosed by boards 5 feet 3 inches, 10 feet 6 inches, or 15 feet 9 inches in length, without cutting the boards? Proc. 6; ans. 4.

6. Find the interest of \$5,460 at  $7\frac{1}{2}$  per cent per annum, from April 1, 1870, to Jan. 17, 1872. Proc. 5; ans. 5.

7. A person buys some hardware for \$2,100, and has his option of 4 mos. credit or a discount of 3 per cent for cash. If money is worth  $\frac{1}{2}$  per cent a month, which had he better take? How much will he make?

Proc. 5; ans. 5.

8. Define a square, a parallelogram, a cylinder, and a pyramid.

3 pt., 4 off for each omitted.

9. A and B formed a partnership for 3 years; A put in \$3000, and at the

end of the first year added \$2000; B put in \$4000, and at the end of the second year took out \$2000; the profits amounted to \$3,450; what was each partner's share? Proc. 6; ans. 2 pts., 2 each.

10. A rectangular room is 104 feet long, 36 feet wide, and 26 feet high; what is the length of one side of a room of equal capacity, whose length, breadth, and height are equal? Proc. 5; ans. 5.

GRAMMAR.—1. Write *cupful*, *alumnus*, *son-in-law*, *man-servant*, and *x*, in the plural number. 5 pts., 2 each.

2. What is the distinction between personal and relative pronouns? 10

3. (a) How is the passive voice of verbs formed?

(b) Give an example.

a=7; b=3.

4. Write a sentence with a clause as its subject; another with a phrase the subject. 2 pts., 5 each.

5. What is an auxiliary verb? Give five as examples. 2 pts., 5 each.

6. Write the present and past participles of *lay*, *lie*, *be*, *sit*, and *go*.

10 pts., 1 each.

7. Give the case and government of "he" and "him" in the sentence:

"*He that is unjust, let him be unjust still.*"

4 pts., 2½ each.

8. Give the mode and tense of each verb in the above sentence.

2 off for each error in mode or tense.

9. Analyze the sentence: "In the morning sow thy seed." 10

10. Write correctly: "I never seen a person which lay so much stress on learning children good manners to school." 3 off for each error.

GEOGRAPHY.—1. What are the principal motions of the earth? What does each motion effect? 3 off for each omitted.

2. Which is the larger, a degree of longitude at the equator, or one at 45° N.? Why? 2 pts., 5 each.

3. What season is it now in France? In Russia? In Chili? In Cape Colony? In Australia? 5 pts., 2 each.

4. Name the five states erected out of the Northwest Territory.

5 pts., 2 each.

5. Name the departments of the United States Government, and tell in what the chief authority of each is vested. 2 off for each omitted.

6. What large island lies north of Australia? What one south of it?

2 pts., 5 each.

7. What range of mountains lies between Norway and Sweden? What between France and Spain? 2 pts., 5 each.

8. What are the three principal causes that have made England a great manufacturing and commercial nation? 4 off for each pt. omitted.

9. Name five lakes that lie partly in the United States and partly in the Dominion of Canada. 5 pts., 2 each.

10. Name five important tributaries to the Mississippi, three flowing from the West, and two from the East 5 pts., 2 each.

HISTORY.—1. (a) When, (b) where, (c) by whom, was Virginia settled?

a=2; b=4; c=4.

2. What voyages and discoveries were made by Henry Hudson ?  
2 pts., 5 each.
3. (a) Why, and (b) by whom were the Quakers persecuted? a=6; b=4.
4. (a) Which is the oldest college in the country, and (b) whence its name?  
a=3; b=7.
5. (a) Who was Roger Williams, and (b) for what was his Colony remarkable?  
a=4; b=6.
6. Name two important defects in the articles of Confederation.  
2 pts., 5 each.
7. In what ways has the United States acquired territory since 1800?  
3 pts., 4 off for each omitted.
8. What was the ordinance of 1787, and what did it effect?  
2 pts., 5 each.
9. When, where, and by whom was the first steamboat made in this country?  
3 pts., 4 off for each omitted.
10. (a) What is the "Monroe Doctrine," and (b) how did it originate?  
a=4; b=6.

PHYSIOLOGY.—I. How are the bones of the head divided, and how many bones in each division ?  
2 pts., 3 each.

2. Give the location of three hinge-joints, and two ball-and-socket joints.  
2 pts., 5 each.
3. How many coats has the stomach, and what is the function of the inner coat ?  
2 pts., 5 each.
4. (a) What is the chief function of bile, (b) and what organ secretes it ?  
2 pts., a=7; b=3.
5. Name the successive steps in the process of digestion.  
2 off for each step omitted.
6. Give the anatomy of the heart. 10
7. Trace the circulation of the blood from the left ventricle of the heart to the right ventricle. 10
8. What is the difference between afferent and efferent nerves? 10
9. Where should a bandage be tied to stop bleeding from an artery?  
From a vein ? 2 pts., 5 each.
10. Why should the ceiling of a school room be higher than the ceiling of a dwelling ? 10

THEORY AND PRACTICE.—I. Why should children be taught processes before rules ? 10

2. What are the three principal objects of a recitation ?  
4 off for each omitted.
3. Give two objections to the practice of permitting pupils to recite by turn. 2 pts., 5 each.
4. State three difficulties which beset a proper classification of country schools. 4 off for each omitted.
5. Why is self-government on the part of the pupil the highest object of school government ? 10.

## THE STATE TEACHERS' ASSOCIATION.—PROGRAMME.

## WEDNESDAY EVENING, JANUARY 1.

## 7.30. Organization and Opening Exercises.

Address of Welcome—Hon. A. P. Edgerton, Pres. Board of School Trustees, Fort Wayne.

Response by the retiring President, J. H. Martin, Superintendent City Schools, Franklin.

## 8.20. Inaugural Address—By the President elect, John M. Bloss, Superintendent City Schools, Evansville.

Appointment of Committees.

## THURSDAY MORNING.

## 9.00 Opening Exercises.

## 9.15. Moral Teaching in Schools—L. B. Swift, Superintendent City Schools, Laporte. Discussion: Leaders—Charles K. Latham, Prin. Central Grammar School, Ft. Wayne; Geo. P. Glenn, Superintendent City Schools, Kendallville.

## 10.30. Recess.

## 10.45. Do our High Schools Teach the Children of the Rich at the Expense of the Poor—W. A. Bell, Editor "School Journal," Indianapolis.

Discussion: Leaders—Jno. Cooper, Superintendent City Schools, Richmond; Jacob T. Merrill, Superintendent City Schools, Lafayette.

## 11.50. Miscellaneous Business.

## AFTERNOON SESSION.

## 2.00. Science in the Lower Grades—Chas. R. Dryer, M. D., Teacher of Science, Fort Wayne.

Discussion: Leaders—D. W. Dennis, Teacher of Science, Richmond; Rev. W. F. Yocum, President Fort Wayne College.

## 3.00. Recess.

## 3.10. George Rogers Clarke and his Work in the West—D. Eckley Hunter, Superintendent City Schools, Washington.

## 3.40. Miscellaneous Business and Appointment of Committee on officers.

## EVENING SESSION.

## 7.30. Address—James B. Angell, LL. D., President University of Michigan, Ann Arbor.

## FRIDAY MORNING.

## 9.00. Opening Exercises.

## 9.15. What Knowledge is of Most Worth?—H. B. Brown, Pres. N. Indiana Normal School, Valparaiso.

Discussion: Leaders—J. W. Caldwell, Superintendent City Schools, Seymour; —————.

## 10.30. Recess.



10.45. How can the Public Schools, in all their Grades, best be made Means of Culture for the Pupils?—Geo. P. Brown, Toledo, Ohio.

Discussion: Leaders—Miss C. B. Sharp, Prin. Jefferson School, Fort Wayne; L. H. Jones, Prin. Training School, Indianapolis.

11.50. Miscellaneous Business.

#### AFTERNOON SESSION.

2.00. How can the Country Schools be Graded to the best advantage of the Pupils?—J. C. Macpherson, Superintendent of Wayne county.

Discussion: Leaders—W. B. Chrisler, Editor of "The Teacher," Bedford; Cyrus Cline, Superintendent of Steuben county.

3.10. Recess.

3.20. To what extent can Industrial Technology be taught in our Public Schools?—E. E. White, LL. D., Pres. Purdue University, Lafayette.

Discussion: H. S. Tarbell, Superintendent City Schools, Indianapolis; L. S. Thompson, Professor of Drawing, Purdue University.

4.30. Reports of Committees and Officers; Miscellaneous Business.

JOHN S. IRWIN, Chairman Ex. Com., Ft. Wayne.

**WHITE COUNTY.**—The Teachers' Reunion held at Brookston Academy, Dec. 23 and 24, was a marked success. The enrollment of teachers and trustees was 126, while at all times the attendance of visitors was equally as great. W. A. Bell, of Indianapolis, Sup't Harry Wilson, of Cass county, E. M. Chaplin, of Warsaw, Profs. Ellwood, Royer, and Bowman, of White county, and Allison, of Tippecanoe county, were in attendance. Among the questions discussed were the following: "Home Training of Children," by W. A. Bell; "Compulsory Education of Children," *a debate*; "Gratuitous furnishing of Text-books by Trustees," *a debate*; "Teachers' Associations," and "Construction and Arrangement of School Houses," discussions, which were of great interest, and were received with marked attention by crowded houses. The "Spelin Skool" and "Social" of Saturday evening were enjoyable affairs and formed a fitting finale to the most successful special gathering of teachers White county has ever had. Although the unavoidable absence of Professors Smart and White was felt as a disappointment, the teachers are ready for another "Reunion," and are alive to their work. Altogether, Prof. Elwood and his co-laborers have marked a new era in the educational interests of White county.

**BARTHOLOMEW COUNTY.**—To the end that the schools should be properly represented in the next county fair the educational board of this county

*Resolved*, That teachers be required to hold a written examination of their pupils during the week preceding Christmas, and send in the result on uniform paper to the superintendent's office—said examination to take the place of the first quarterly examination.

Sup't Wallace sent out special directions, and if the teachers did their duty every school in the county will be represented in the next county fair. Every county in the state should make such an exhibition of school work and products at its next county fair. Do not postpone preparation till it is too late.

**HENDRICKS COUNTY.**—Sup't Dobson visited all his schools in just forty-three days, making an average of three schools a day. The average time given to each school was one hour and twenty minutes. He reports 20 per cent better work than ever done in the schools before. Not a total failure in the county, and only three or four partial ones. The fact that not a single complaint has been made this year by the people, indicates that the schools are growing in public favor.

**DEARBORN COUNTY.**—The system of monthly reports in this county is proving a success. The reports are made at the end of each school month and handed to the trustees, who, after examining them, forwards them to the superintendent. Two points in favor of this plan: (1) The trustee, as well as the superintendent, examines the reports; (2) the trustees have to bear the expense of forwarding to the superintendent. H. B. Hill is the county sup't.

**WASHINGTON.**—The public schools of Washington, D. Eckley Hunter, superintendent, gave a grand exhibition Dec. 19.

**LAPORTE.**—The Laporte schools spent the entire week, beginning Dec. 16, in public examinations. L. B. Swift is sup't.

**ABOUT** *one-fifth* of the teachers in Wayne county are former students of Earlham College. This speaks well for both the teachers and the college.

**ARRANGEMENTS** have been commenced for another large new building for the Northern Indiana Normal School at Valparaiso. This will be the fifth new building added to this institution since its present organization, under H. B. Brown, five years ago. The new building is intended for the use of the Law School and the Medical Department, which are to be organized next year.

**QUERIES.**—1. Suppose A and B want to trade horses. A offers to trade for \$100 to boot; and B wants \$30 to boot. They agree to split the difference. What is the difference? *How much does B pay A?*

A solution is asked, and special attention is called to the last part of the question, How much does B pay A?

2. If 6 cats can catch 6 mice in 6 minutes, how many cats can catch 100 mice in 100 minutes. Give solution.

**ELDRIDGE & BROS.**, Philadelphia, have started a new school journal called "The Teacher." The more the merrier.

**THE** "Rules and Regulations" of the Noble county schools are short, pointed, pertinent, and the "Course of Study" has been well considered. H. G. Zimmerman is superintendent.

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## PERSONAL.

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**W. F. HARPER'S DISAPPEARANCE.**—In last month's Journal the facts were stated that W. F. Harper, principal of the Danville Normal School, had come

to Indianapolis, Nov. 23, and transacted some business, and that he had mysteriously disappeared and had not been heard from up to the time of going to press, a week later. No clue whatever has been found, up to this time, a month later, as to his whereabouts. Various theories are offered, but none seem to be satisfactory or probable. A majority of the citizens' committee appointed to investigate are of the opinion that he has been murdered. The arguments against this theory are that he had but little money with him; that he was a man of steady and strictly moral habits, not accustomed to associate with persons or visit places that would render foul play possible; that he was a man accustomed to keep his business to himself, and not likely to display to strangers what money he had in his pocket-book. The murder theory is possible but not probable.

There are a few who adopt the theory that he ran away on account of financial embarrassment. While it is true that he owed his teachers several hundred dollars on last term's work, and that he had collected the tuition and board bills of several of the students for the entire year, and that he had contracted other obligations amounting in all, perhaps, to \$3000, there is no evidence whatever that he did not fully intend to pay every cent. The facts that he has been honest and honorable, that he had the confidence of the best citizens of Danville to the extent that he could have borrowed any reasonable sum of money to meet any present emergencies; that he leaves a loving wife and two little children, and parents and other highly respected relatives, make the absconding theory wholly untenable. No sane man, under such circumstances, would run away from such a debt.

The third theory is, that over-work and financial worry have, for the time, dethroned his reason. Taking into consideration his nervous temperament, his eccentric cast of mind and his frail body, this theory seems most probable. The principal argument against it is that if he were crazy he could not conceal his whereabouts; but this objection is not conclusive, as instances are numerous in which persons, during a mental aberration, have concealed their identity. When Prof. Harper was a young man, having but finished his first country school, he left his father's house near Amo, Hendricks county, one morning on horseback to go to Danville to draw some money. His horse came home riderless. The country was searched in vain for his murdered body. Several weeks afterwards he turned up at the National Normal, at Lebanon, Ohio, where he afterwards graduated. This incident shows his eccentric cast of mind, and increases the probability of the derangement theory.

The school has been reorganized on a more economic basis, with Frank P. Adams, an old teacher, as principal. The citizens have made up the losses to the students, and the school is reported as moving on harmoniously and in good spirits, with an enrollment this term of 150 students.

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H. S. Tarbell, the new superintendent of the Indianapolis schools, is giving eminent satisfaction to all parties concerned. He has already gained the confidence and respect of the school commissioners, teachers, and people.

Henry Kiddle was recently unanimously re-elected superintendent of the New York City schools at a salary of \$5,225. T. F. Harrison and N. A. Caulkins were chosen First Assistant Superintendents at a salary of \$4,275 each. Five other assistant superintendents were elected at the same time at a salary of \$3,800 each.

The Niles (Mich.) Republican says: Capt. H. A. Ford has accepted a temporary position on the Cleveland Leader as editorial writer.

J. M. Wallace, sup't of Bartholomew county, who has been on the sick list most of the present school year, is now convalescent.

Richard Owen, the well known and highly honored professor of Natural Science in the State University, has tendered his resignation.

O. H. Smith, the associate principal of the Danville Normal School, has withdrawn from the institution, and is not now engaged in teaching.

Miss Jennie Laughlin, one of Marion county's most faithful teachers, has gone to Jamaica as a missionary.

A. R. Huffman, formerly of Indiana, has recently been elected superintendent of Jefferson county, Washington Territory.

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## BOOK TABLE.

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BROWN'S GRAMMARS, by Gould Brown. New York: William Wood & Co.

A set of these grammars has been placed upon our table, to which we would invite public attention. The small book, entitled *First Lines of English Grammar*, is intended to be a primary work. It contains, as the author himself states in the preface, a general outline of the principles of our language as embodied in his larger book, entitled *The Institutes of English Grammar*. But a pupil who masters the contents of this *primary* book need devote no more time to grammar as a study. The book, really, is primary only in size. It contains, as intimated above, a complete exposition of the subject. Even Prosody has a very fair show of attention in this little book. The *Institutes of Grammar* is intended and adapted for use in the higher grades of public schools and academies. Its excellence as a text-book is acknowledged by all, and its constant use in the school room for upwards of a quarter of a century is proof surely that it does fail in its ends. Both of these works have recently been revised by Henry Kiddle, A. M., Sup't of N. Y. City schools, and some important additions made, particularly in the department of Analysis. As thorough treatises upon the subject of language, it will be hard to find anything superior to Brown's Grammars. The Grammar of Grammars is an 8vo. volume of over 1000 pages, designed as a book of reference. It is an invaluable work, as necessary in a teacher's library as an Unabridged Dictionary.

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INDIANA  
SCHOOL JOURNAL.

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VOL. XXIV.

FEBRUARY, 1879.

No. 2.

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EXPERIENCES.

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KATE BREARLEY FORD.

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**I**T was precisely half-past four o'clock. The last one of a long line of pupils was passing out of the door. The little folks from the first floor were out of sight. But teacher No. 1 was still "keeping school." Four of her larger pupils were as busy as children could be, picking up crayons, clearing boards, looking after the window plants, etc. First one, then another received a directing word, but her own hands were not idle meanwhile.

No. 5 is passing, and looks in. "You must actually enjoy 'teaching the young idea how to shoot,' you seem so loth to go away. Why, every night I come down the stairs in sight of my last urchin, and I console myself, while I draw on my gloves, that I am started for home where I shall neither see nor think of school till nine to-morrow morning. What do you busy yourself about every night so long?"

"Oh, putting up things generally, and preparing for the next day's work."

"Preparing! what preparation can any one need for teaching 'cat' and 'dog?'"

"I find a great deal needing to be done. During the past term—ever since I began here, in fact—I have devoted an hour a day, on an average, to the ornamenting of my room. When

I came, it was utterly bare, and so cheerless and dismal, I was home-sick all the time. I began by making that programme, because I needed that at once, and because I had the materials on hand. It was not very much work. You see that black-board is at the side, where the children can see it easily, and I can too, and we have boards enough for class-work besides. The lilac and yellow colors harmonize and help to give the room a bright and cheerful look. I believe I put those letters all around the top of the boards next, the printed above and the script underneath. I found my children needed them, and, as they had to remain, I made them as clear and plain, but as pretty as I could."

"What a little paradise you have here! Pictures, wall-brackets, shelves, mottoes, flowers, vases, and—is it possible—a carpet on your rostrum! The school board never have bought such things for me. You must have a magic key that lets you into their very hearts."

"‘School boards, like Providence, are quite apt to help those who help themselves.’ That remark is not original with me: I found it in an educational journal. Our school board, however, has done just one thing for me, and that at my earnest solicitation—they replaced the ragged window-curtains with some whole ones. Yes, and they bought that shallow iron dish on the stove for water, and a new poker. I had almost forgotten those highly ornamental articles. The large mottoes are merely letters cut from blue and gilt paper. They are first pasted on card board, and then fastened on the wall with fine tacks. I made them all myself, and some of the large boys and girls from the grammar room helped me put them up. The bookseller gave me the paper when he learned what I wanted to do with it. He has a little boy in school, and seemed very much pleased at my efforts to brighten up the room."

"And the cutting and pasting those letters you have done here after school! Afterwards, I suppose you hung your own pictures, and put down your carpet, etc."

"With a little help from the janitor most of them, yes. He is growing so interested in my work now that he offers to help me pot my plants, and frequently brings warm water for them, without my even suggesting it."

"But where did all these little things come from? The Lady Bountiful must have visited you."

"Several Lady Bountifuls have contributed to the good looks of my room. I didn't get everything in one day, though. Four or five of the pictures were my own purchase. After I set the example, others followed. I find it necessary, for various reasons, to call on many of the parents, and I always take the occasion to lay my plans before them. Every one seems so interested. Only a few days ago a lady sent that pretty red tablecloth. She had been here to spend an hour, and noticed how unsightly the old table looked. She wrote a very kind note with her present, saying the cloth would cover the top, and she would send me some varnish for the legs."

"The carpet can hardly be the gift of any person: it looks quite good and new."

"The children contributed towards that. Nearly every one earned in some way the money he gave; and I added some, and one of the school board, unasked, gave a dollar towards it. Then, fortunately, another one of the fathers is a carpet dealer, and he let me have my carpet at less than cost. It was a remnant, and not the newest style; but it is a good brown color mainly, and the scarlet won't fade: so it serves my purpose well."

"How much time it must have taken to procure all these numberless things! And now how much time must be needed to take care of them! Of course it is pleasant; but I never can get the time. I have so many things to do for myself. I believe charity begins at home."

"I don't consider this work charity: I confess it is in large part a purely business matter. I can always work better in a pleasant place, and I confidently believe the children have better lessons, and behave better, for the cheerful surroundings. So what seems like an unnecessary expense of time and money comes back to me in my being able to govern with more ease, makes me feel happy and at home, has an hourly influence on my little people that is healthful, and repays in every sense of the word."

"Oh, well, perhaps there is something in that. You said, a few moments ago, that you were preparing for the next day's work; but you have not told me yet what there is that needs

preparing for. I always imagined the work in the first-grade primary to lie in a rather narrow circle, and naturally supposed that one who had passed the lower grades years ago, in her own education, would hardly need to brush up in such simple matters."

"You have never taught in the lowest grade."

"Certainly not. I am only stopping temporarily in No. 5, for I have had the promise, since I entered the room two years ago, of the first vacancy in the high school. I never would, under any circumstances, go below where I am now."

"I see that 'below' means much more to you than lower in number. It is quite evident that you and I differ very materially in our views of work with little children. I'll not present my reasons, however; but will answer your question. First in my answer, and in importance too, I prepare something, or rather many things, to keep them busy, and for aids in teaching them how to study. When they first enter they cannot read, are restless, busy little creatures, have no knowledge of attention or application, and in many cases have a limited idea of obedience; so I keep their eyes and fingers just as busy as they can be. As soon as they learn to read a word, they begin trying to write it. I select the first few words with care, so that they shall not have too difficult letters to make. The words 'cat,' 'cap,' 'man,' 'mat,' 'cab,' are simple to speak, easy to write, similar to each other, and stand for interesting objects. I must constantly keep these things in view, in preparing lessons for my youngest pupils. After a time they begin turning lessons from their readers into writing, and then they would annoy me all the time with questions about making letters, if I had not placed the letters around the top of the board. I prepare the boards in other ways, too. My teaching is very largely oral. I have one class which recites entirely from the board and from printed cards. At night I place on the board the new words they are to learn the next day, a few figures, and after a while easy examples like these:  $1+1+1$ ;  $2+1-2$ ;  $2+0-1$ . And they like to draw, you know. I put down squares, triangles, and similar forms for them to follow; such as these they especially like to make: M N V H A K L T W X  $\square$   $\triangle$   $\text{rectangle}$ . Only two or three are enough."

"But they must grow tired of slates and pencils."

"I try to hinder that, by replacing them with other things; for they must be kept busy, or they will do, perhaps, what I may not be pleased with. I have cut several hundred little sticks—enough so that my class of twenty can all be supplied at once. The largest ones are just six inches in length, and the others four and two respectively. They look at the forms on the board, and copy by laying the same figures on their desks. Then they count them, learn to estimate length and measure, and some begin to invent for themselves. They have button-strings for counting, also; and one of the mothers sent me five or six strings of large colored glass beads for the same purpose. They are all yellow and blue. I mean to get some red ones as soon as I can, and so be ready to give them lessons in color. I would rather not have any green, purple, or orange for awhile."

"What a treasury your desk is. I should think the little things would like to come to school to see and handle the play things you prepare for them, if for nothing else. But what are you doing for to-morrow?"

"Well, I have written those words that you see on the boards for my baby class. They are just beginning words of two syllables. 'Robin,' and 'happy,' with 'tree,' 'saw,' and 'cat,' are sufficient. Can you guess what I am going to tell them about in my talks? I shall find, if possible, a colored picture of a robin, and bring it before the class. I may have to hunt for that, for I cannot at present recall exactly what I want in any book in my possession. If I fail to find it at home, I shall hunt for it in the book and picture stores. I shall consult my zoology also, for facts about the robin; for I always tell them something interesting about the subject, after they tell me what they know about the same. I taught my school once to sing a robin song, and, after they had been singing it several months, it occurred to me one day that perhaps they might know but very little about a robin after all, and I found, on questioning them, that only four in the entire school could describe the robin correctly. But I was telling you what I am preparing for to-morrow. My second class have also a few examples and words, more difficult forms for drawing, such as a box, house, rose-leaf, and some simple music. They have not gone beyond *do* and *re* yet. The highest class are to read about lions, and I am going to draw

just the outline of a lion on the board for them to copy. Of course I shall make it exceedingly easy and put nothing down but the outline. I shall write two words for them to place into sentences—probably ‘April’ and ‘evening.’ Our talks in the class will give the material for their sentences; but I shall say nothing about it. They must have examples, too; and I write down every evening the day of the week and month for the following day, in this way: *Monday, December 9, 1878.* They copy it, and we often talk about the meaning of each expression and the spelling of the words. And music they must have too, for copying and learning; and for our morning exercises I shall place in sight a text of scripture or a line from a suitable hymn. That line, ‘Surely the Captain may depend on me,’ has been on the board for a week. We sang the hymn one morning; I explained it; and they seemed so much interested in it I placed that line there for a motto. Several times, when a mischievous child was found doing wrong slyly, I pointed to the motto; and it had a better effect than a lengthy scolding, or even a punishment. Some of the larger boys have been detected to-day in cruelty to a little stray kitten, and I think I shall have ‘Blessed are the merciful,’ etc., for to-morrow’s motto.”

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## A FEW POINTS ON THE HIGH SCHOOL QUESTION.\*

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*W*

W. A. BELL.

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THE high school problem is one of the live problems of the day. It is folly for school men to shut their eyes to the fact that there is a very large element of opposition to high schools, and that this element is of such wealth and such intelligence as to command attention and respect. This being true, it is the part of wisdom to meet this opposition with facts and reason, and discuss the question upon its merits alone. If the principle is right, in the end it must triumph; if false, it ought to fail. A free discussion carried on in the spirit of truth, can never hurt the right.

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\*Read before the State Teachers' Association at Fort Wayne, Jan. 2, 1879.

Without question, "hard times" have had the immediate effect of calling attention to this subject. Men have been cramped for money, and in seeking relief from the burden of heavy taxes, their eyes have rested upon the schools, especially the high school. This fact should be made prominent in accounting for much of the disaffection and explains its character and probable permanence. While the starting point, then, to this opposition is the burden of taxation, and while there are, doubtless, many who object solely on the ground of taxation, there *are* those who claim that our forefathers never intended that the public school system should include the high school. The answer to this is: (1) The statement is false; (2) if it were true, it is no reason why we should allow it to control our actions. They had a duty in organizing institutions adapted to their needs and circumstances, but they had no right to fix our institutions for us or to say that we should not modify them to suit our new conditions. So we have a right to organize our institutions to meet our needs, but we have no more right to hand them down as a *fixture* to the next generation than we have a right to transmit a great debt, and compel them to pay it. We are not here to establish institutions, build houses, or contract debts to transmit to our children, but we are here to provide for the present, and take it for granted that the next generation will have sense enough to know its own needs and provide for them. We are to look neither to our grand-parents nor to our grandchildren, but to the "living present," its needs and possibilities. Gail Hamilton, in the preface to one of her books says, that some books are written for "time," and others for "eternity," and she wishes it distinctly understood that that book was written for time. Sensible suggestion! If both teachers and preachers would "trust no future, howe'er pleasant, and let the dead past bury its dead," and do more earnest work for the present, the world would be the better.

Another objection to the public high school urged by many is that but comparatively few ever attend it, and that the public should support only such schools as will benefit the masses. These same persons argue that only the rudiments of an education, such as is given in the lower schools, is necessary to intelligent citizenship, and that the public should not be required to give more. These arguments have weight, and, from a certain

standpoint, seem conclusive. We can only answer in brief here, that the high school is open to all, stimulates all, educates teachers for all, and in many ways is a blessing to all. A good high school is worth more than ten times its cost to any community that counts higher intelligence, culture, and true nobility of any worth. The greater the intelligence of any community the greater will be its variety of occupations.

Those persons who would cut off the high school because it is never reached by a majority of the children, for the same reason would have to cut off several grades below the high school. Statistics show that the number of pupils in the lowest primary grade is more than double the number in the fifth year, or lowest grammar grade.

But a standard argument against the high school, and the one to which we are to give special attention, is that "the rich are educated at the expense of the poor." This is the statement made over and over again. It is argued that the masses pay the taxes, and that, as the poor are compelled to work, only the rich have the leisure to avail themselves of the benefits of the high school.

That I might talk intelligently, I propounded the following questions to the superintendents of the thirty-six largest cities in the state:

1. What per cent of the patrons of your high school pay no property tax at all?
2. What per cent pay on less than \$500?
3. What per cent pay on less than \$1,000?
4. What per cent pay taxes on less than \$5,000?
5. What per cent pay taxes on *more* than \$10,000?
6. What per cent of the pupils are the children of widows or are parentless?
7. What per cent are the children of manual laborers?
8. What per cent are the children of clerks, agents, or others at work upon salaries?
9. What per cent are the children of professional men, lawyers, doctors, preachers, etc.?
10. What is your local school tax for tuition purposes?
11. What is the cost of your high school?
12. What does the high school cost the person who pays tax on only \$100.



I received replies from twenty-one superintendents, and submit herewith, in tabular form, their answers to the various questions. While there are, perhaps, a few mistakes, arising from a misapprehension of the questions, in the main the figures are correct, and the general result can be relied on.

## HIGH SCHOOL STATISTICS.

| NAMES OF CITIES.    | Per cent of patrons who pay no property tax. | Per cent paying on less than \$500. | Per cent paying on less than \$1000. | Per cent paying on less than \$5000. | Per cent paying on less than \$10,000. | Per cent of the children of widows or parentless | Per cent of the children of Manual Laborers | Per cent of Agents, Clerks, and others on salaries | Per cent children of professional men.* | Local school tax for tuition purposes | Cost of High School | Cost of High School to each person paying on only \$100. |
|---------------------|--|-------------------------------------|--------------------------------------|--------------------------------------|--|--|---|--|---|---------------------------------------|---------------------|--|
| Anderson.....       | 10   | 19                                  | 39                                   | 80                                   | 2                                      | 20   | 27  | 11   | 22                                      | 00                                    | \$1,310             | 70   |
| Aurora.....         | 4  | 16                                  | 27                                   | 86                                   | 14                                     | 12   | 33  | 20   | 10                                      | 00                                    | 1,410               | 9  |
| Evansville.....     |  | 45                                  | 54                                   | 85                                   | 7                                      | 20   | 47  | 21   | 10                                      | 00                                    | 5,600               | 2.4  |
| Frankfort.....      | 10   | 29                                  | 46                                   | 83                                   | 5                                      | 10   | 90  | 00   | 10                                      | 15                                    | 1,000               | 2.6  |
| Fl. Wayne.....      | 24   | 52                                  | 60                                   | 80                                   | 7                                      | 15   | 47  | 16   | 11                                      | 10                                    | 5,900               | 4.8  |
| Greencastle.....    | 5  | 50                                  | 62                                   | 85                                   | 0                                      | 5  | 80  | 5  | 10                                      | 15                                    | 600                 | 3  |
| Greensburg.....     | 15   | 34                                  | 46                                   | 81                                   | 10                                     | 16   | 13  | 10   | 10                                      | 00                                    | 1,200               | 7  |
| Huntington.....     | 6  | 26                                  | 36                                   | 85                                   | 12                                     | 17   | 16  | 6  | 16                                      | 00                                    | 1,050               | 10   |
| Indianapolis.....   | 17   | 51                                  | 57                                   | 77                                   | 11                                     | 16   | 25  | 21   | 8                                       | 7                                     | 14,415              | 3  |
| Jeffersonville..... | 38   | 67                                  | 74                                   | 90                                   | 13                                     | 19   | 33  | 14   | 4                                       | 14                                    | 2,100               | 0.2  |
| Lafayette.....      | 37   | 65                                  | 79                                   | 90                                   | 9                                      | 20   | 36  | 24   | 15                                      | 10                                    | 3,400               | 4.1  |
| Laporte.....        | 21   | 38                                  | 58                                   | 89                                   | 7                                      | 14   | 12  | 0  | 6                                       | 5                                     | 3,600               | 4.5  |
| Logansport.....     | 22   | 40                                  | 57                                   | 81                                   | 9                                      | 25   | 26  | 17   | 8                                       | 00                                    | 3,100               | 4  |
| Michigan City.....  |  | 23                                  | 40                                   | 80                                   | 13                                     | 13   | 70  | 30   | 3                                       | 10                                    | 2,000               | 2.3  |
| Muncie.....         | 4  | 30                                  | 48                                   | 82                                   | 73                                     | 18   | 54  | 14   | 9                                       | 10                                    | 2,100               | 9.5  |
| New Albany.....     | 17   | 32                                  | 60                                   | 77                                   | 13                                     | 15   | 43  | 11   | 9                                       | 00                                    | 5,843               | 8  |
| Peru.....           | 8  | 45                                  | 53                                   | 81                                   | 8                                      | 15   | 38  | 12   | 5                                       | 00                                    | 1,410               | 8  |
| Seymour.....        | 4  | 20                                  | 51                                   | 88                                   | 7                                      | 9  | 42  | 9  | 9                                       | 20                                    | 1,400               | 9  |
| Shelbyville.....    | 9  | 34                                  | 36                                   | 67                                   | 3                                      | 21   | 40  | 29   | 11                                      | 15                                    | 1000                | 3.3  |
| Terre Haute.....    | 6  | 31                                  | 14                                   | 75                                   | 12                                     | 19   | 26  | 25   | 30                                      | 8                                     | 5,300               | 4  |
| Washington.....     | 4  | 2                                   | 49                                   | 77                                   | 8                                      | 10   | 39  | 00   | 20                                      | 10                                    | 850                 | 6.6  |
| Averages.....       | 13   | 36                                  | 50                                   | 83                                   | 8                                      | 16   | 40  | 20   | 11                                      |                                       |                     |  |

From this table two facts of great importance are established:

1. That the local tax for tuition alone amounts to more, in almost every instance, than the entire cost of the high school, thus demonstrating that the high school is a local institution, not

supported from the common state fund, but by local taxation. This being true, if Fort Wayne or Evansville, or any other city or community, chooses to tax itself to sustain a high school, neither the legislature nor any other power has the moral right to say that such a city or community shall be debarred from that privilege. The law does not now compel any city or locality to sustain a high school, neither does it forbid its being sustained. This is as it should be. After what the state determines, let each community determine its own taxes, and its own standard of intelligence. Therefore, *Hands Off*.

3. The most important fact shown by the table is that a very large proportion of the pupils of the high school come from the homes of the poor or those in moderate circumstances—those that pay little or no tax, who do manual labor, or work as agents or clerks on salaries.

With 13 per cent who pay no tax at all, with 36 per cent who pay tax on less than \$500, and 50 per cent who pay tax on less than \$1,000, and with 83 per cent who pay on less than \$5,000, and with only 8 per cent who pay tax on \$10,000 and over, the charge can hardly be sustained that the poor pay the taxes while the rich patronize the schools. To take the highest rate named, the man who pays on only \$100 would be taxed but ten cents for the high school, while the man who pays on \$1,000 would pay but \$1. But the average cost of the high school is only five cents, so that the person who is taxed upon \$100 pays but five cents, and he who is taxed upon \$1,000 pays but fifty cents.

These facts prove what has frequently been claimed: That the high school is the "poor man's college." It brings within the reach of all what otherwise would be obtainable only by the rich. It gives the children of the poor an equal chance in the world with those of the rich. It is true that hundreds of boys and girls now obtain a high school education that could not by any possibility do so, if even a small tuition fee were demanded.

I have in mind a young lady whose widowed mother washes for a support. This mother denied herself oft-times even the necessities of life, in order that the daughter might complete the high school course. The girl's clothing was often so meagre as to attract attention, but it mattered not. She graduated with credit from the high school and entered the training school.

For the past five months she has been walking twenty squares twice a day to complete her training school work. She has been assigned work as a regular teacher now, at \$2.25 per day, and in the future will not only be able to relieve her over-worked and faithful mother and assist in the education of younger brothers and sisters, but will also be a respected and useful member of society.

One superintendent writes: "One of our best primary teachers supports herself and aged mother. Circumstances would have made it impossible for this girl to receive an education except through the *free* high school."

Another superintendent says: "I have one teacher whose mother, a poor Irish washer-woman, worked hard at the wash tub at least sixteen hours a day to take her daughter through the high school and training school. She is now doing good work as a teacher, and helping her mother with her salary.

"I know of another whose family—that of a poor hostler—lived in a hayloft literally, to keep the daughter at the high school and training school."

Another superintendent writes: "Two New York boys sent west to find homes, worked their way through the high school. One taught for money with which he attended a theological school, and now preaches. The other is a rising young lawyer."

Another reports: "A girl, the eldest of a family of five—the mother a widow in feeble health—all dependent upon the earnings of one youth, who earned sometimes not more than \$2 or \$2.50 per week. This daughter, by the help of the high and training schools, is now teaching a very successful school, and helping to support the family."

These are but a few of the many instances that came in answer to but five letters of inquiry upon this point. I presume there is not a teacher or superintendent before me but could add to the list. It is entirely safe to say that a very large majority of those who attend the high school do so because it is *free* and within easy reach. One superintendent says: "Upon most careful estimates based upon a knowledge of the financial ability of our patrons for the last fifteen years, I think that a very considerable majority of our high school pupils would have been compelled to content themselves with a primary education except for the high school." Another says that out of twenty-seven

graduates but three, in all probability, would have taken the full course had the school not been free and near at hand. What is true of these high schools is doubtless true of most if not of all. Then when we add to the number who could not attend, those who would not if a high tuition fee were demanded, the number practically excluded from high school privileges would be largely increased.

If high schools become private schools, then only those who *can pay* will attend, and inevitably all such high schools will connect with themselves schools of lower grades, and thus will soon arise two classes of schools, "pay schools" for the rich, and public or pauper schools for the poor. This is not theory, it is the experience the world over, where higher education is practically placed beyond the reach of the poor. As a country grows older, the tendency is for the rich to grow richer and the poor poorer, and thus in all the older countries we find what is properly denominated "monied aristocracy," and distinct castes of society with impassable gulfs between. The only thing that can prevent such a result in this country, is to give the poor an equal chance in life with the rich by giving them an equal education. Not simply an education that will enable them to do the drudgery of life, but an education that will enable them to compete successfully with the rich in all professions and avocations.

Ignorance never has competed, and never can compete successfully with intelligence. And he who would place a price upon higher culture, would place another obstacle in the way of the poor man, and put him still more in the power of the rich man.

Let the party or the man who would lay his hand harmfully upon the free high schools be marked as an enemy, not only to higher intelligence, but to the poor and to the state.

Indiana's rank among other states will be determined in the future, not by the amount of coal it produces, not by the amount of wheat or corn it raises, not by the number of hogs or cattle it exports, but by the virtue and intelligence of its inhabitants. Indiana to-day has no need so great as that of well educated, highly cultured men and women.

"What constitutes a state?

Not high-raised battlement or labored mound,

Thick wall or moated gate;

Not cities proud with spires and turrets crowned,

Not bays and broad armed ports,  
Where, laughing at the storm, rich navies ride ;  
Not starred and spangled courts,  
Where low-browed baseness wafts perfume to pride.  
No ; men, high-minded men,  
With powers, as far above dull brutes endued  
In forest, brake, or den,  
As beasts excel cold rocks or brambles rude,  
Men who their duties know,  
But know their rights, and knowing, dare maintain ;  
Prevent the long-aimed blow,  
And crush the tyrant while they rend the chain ;  
These constitute a state."

High schools that are open to the rich and poor alike, and find their way into every community, *make such men.*

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## MORAL SUASION AND COMPULSORY EDUCATION.

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Moral Suasion is the best of schoolmasters, but how will he manage compulsory education? This is a serious question. Does not Moral Suasion need to be reinforced now and then by Mr. Hickory-Hazel-Come-Along? Would it not be better for certain obstreperous youths, whose ears are not open to the gentle tones of love and reason, would it not be better for society, to exercise a little coercion to force such youths to school and make them behave themselves when there? Strange as it may seem, a large proportion of the friends of compulsory education laws are opposed to corporal punishment in the common schools under any circumstances. Unruly boys have no alternative but to "be good" or go into the streets.

An Indiana teacher has just been fined two dollars and costs for chastising a pupil. If the boy was as insufferable a torment as we have known, the privilege of trouncing him would be cheap at ten times this cost. But the generally approved method now in all cases of insubordination is to suspend the pupil and report to the directors, who lecture the youth and send him back or expel him from school. Without doubt this is the easiest course for the teacher; simply open the door and turn the bad boys into the street, to find their way in time to Bride-

wells, Reform Schools, and County Jails. What say the champions of compulsory education to this? Is this what you want? If not, will it not be best for Coercion and Moral Suasion to compromise so as to keep school together?

If anybody has followed the history of the boys who have been suspended and expelled from public schools in any of our large towns or cities, he will confer a favor upon the tribe of naughty youths just fledged, and upon community at large, by giving them the benefit of his observations. Moral Suasion is the best of school governors, but will some one please tell us how it is to benefit the boys who are bounced into the streets before they have made the acquaintance of this gentle spirit? There are still a good many people, including a number of school boards, who believe that the most of these boys would learn to take moral suasion with a mild decoction of hazel bark at rare intervals, while without this corrective they would never acquire a taste for it. There is certainly very little moral suasion in the reform schools to which so many unschooled boys are driven. Herded with thieves and pickpockets, they must learn to submit to jail discipline. A school board assumes a fearful responsibility when in the name of moral suasion it thrusts the youth of the commonwealth into lanes and alleys to avoid the disagreeable task of disciplining them in their schools, as good parents would do at home. "The whole need not a physician," and if no children are allowed to remain in public schools except those who have been well governed at home, the task of the teacher and school board is greatly lightened; but how seriously are the benefits of the common school restricted? Now that men are asking how far our system of education is responsible for the vices of the troublesome elements of society, would it not be well to revise some of our school rules which relieve teachers from educating the very class of girls and boys who receive least wholesome training at home, and therefore need public school training the most?—*Chicago Weekly Journal*.

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At a recent examination in drawing, the question, "How do you make a Maltese cross?" was propounded; silence, broken by the voice of a youth, who exclaimed, "Tread on her tail!"

## MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

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FT. WAYNE, IND., Jan. 1, 1879.

The twenty-fifth annual convention of the Indiana State Teachers' Association assembled at the Central Grammar School building at 7 o'clock, P. M., and was called to order by Dr. J. S. Irwin, the chairman of the Executive Committee. As the retiring president, J. H. Martin, had not arrived, Hon. Jas. H. Smart was elected to fill his position.

The Association was then favored with a song, conducted by Prof. Heath, the teacher of music in the Ft. Wayne schools.

Hon. A. P. Edgerton, president of the board of school trustees in Ft. Wayne, then delivered the address of welcome.

Ft. Wayne, he said, is not so large as Indianapolis, where the meetings of the Association are generally held, but the hearts and hopes of the people are large enough to go around and give every one here a part. He would like to show us the children of Ft. Wayne and their mothers, for if they can boast of nothing else, they can boast of their homes filled with hearty children, on whose account they draw an average of \$12,000 per year from the state school fund more than they pay into it. He wished to ask of teachers a few suggestive questions, as a friend, yet as a prosecutor prosecuting the rights of the people. What part of the state are you? Are you the producers? The makers of wealth? Or what do you do, and what is your purpose? What do you propose to teach the people to do? To till the soil? To turn the wheel? To lessen and elevate labor, and yet to increase its product? If you cannot teach the people to do these things, or some of them, and to mend the life and to guide the heart, as you impart knowledge, and teach them besides that "righteousness exalteth a nation, but sin is a reproach to any people," all the learning is emptiness and all the art is vain. Any system of education is defective which does not require that man should be taught to do things. If our state constitution defines education at all, it defines it to be "Moral, intellectual, scientific, and agricultural improvement; and it requires the legislature to pass laws to that end. Such improvement implies knowing and doing things, and there is no limit to it in the constitution or the laws, except the capacity of the scholar to acquire knowledge between the ages of six and twenty-one years. The intelligent people of the world are becoming more and more convinced that the government is the best, freest, and cheapest, where there is the most practical and general education. You are here to reason together in the cause of free education. If changes in the laws are necessary to make the system more perfect, by removing all reasonable objections to its details, I presume you will calmly discuss them, and make such



suggestions as are required. But no change of doubtful expediency should be made.

Some men want a law for compulsory education. But I want no search-warrant to authorize the invasion of Indiana homes, to find unjust parents, and unwilling or restrained children. Keeping a child from school, though against public policy, may make a man a heretic, but cannot make him a criminal, nor can any law be maintained which claims to do it.

Why is it that our public schools, in their higher grades, tend to withdraw their graduates from agriculture and the various trades requiring manual labor? The constitution of our state says that agricultural improvement is a part of education. This improvement is not to be found in the public schools, because when a farmer's son enters them and studies the higher branches, he turns away from the farm and never goes back again. Farms are deserted by farmers' sons, and daughters too, to the injury of the highest interest of the state. Is the dislike to farm labor caused by the false notions of society which opens its doors to indolence and immorality rather than to honest labor and to real worth?

You educators are constantly striving to bring your schools up to so high a standard that besides being schools, they are really free colleges into which young men enter from the farms, with no well-defined purpose in life, but with a hope that the school will open a way of escape from the manual labor required on the farm. They do not know for what purpose in life they seek an education, and therefore their heads are crammed with a little of everything, and they go forth as they entered, purposeless. There is no teaching at home that the parent's calling can be enlarged and improved by the return to it of an educated son. Hence it is, that failing to succeed in other callings the son, thus educated, will oft-times absorb the life earnings of his parents to aid him in some business for which he is entirely unfitted.

There are two ways of preventing this. One is to cease to attempt to educate in the higher branches, every one alike, and the other is to exclude certain of the higher branches. I am not in favor of the latter course. What should be taught in the higher grades should be determined by the peculiar habits and industries of the locality; the life purposes of the people; the sound judgment of the local educators, and the greatest good of the state. Agricultural improvement is its greatest good, as it is its greatest need. There is not a farm in Indiana now cultivated to its full producing capacity.

Between the ages of six and sixteen the scholar should obtain, with competent teachers, a fair English education, and he will be fitted to enter any high school in the state. Here the opponents of our school system would have free education stop. But here arises the important question, "What shall the scholar be taught for the remaining five years during which he has a right to be at school?" For all purposes of successful business in the state, and for universal and honored usefulness to his fellow man, an Indiana education should be sufficient for any citizen.

The enemies of the public schools will say, "Reduce the school fund and keep common schools only." This is meaningless, as used to define the char-



acter or fix the limit of education. A school is common because it is general; maintained at the public expense, and not because it is mean, as the common men would have it. Our central grammar school, and also every high school, is a common school under the law. We have here discarded the name of high school, because the law never uses it. When it is a legal name, we will restore it or the law will do it for us. There must be no retrograde movement in education. All efforts in that direction will surely fail. In the belief that religion, morality, and knowledge are necessary to good government and the happiness of mankind, and that schools are the means of education, it is our purpose to go on with the work before us until the whole people of Indiana shall be trained in virtuous and practical knowledge.

And now, in conclusion, let me add one last and greatest want. We want every mind enlarged, and every heart made glad by this meeting; and when your work is ended and we part, we want to feel that mutual friendships have been formed and interests united for our own and the public good.

Mr. Smart's response to this address was in substance as follows:

It was expected that the retiring president would be here to respond. He has not sent his manuscript, and for that reason I cannot make his response to this address. I am sure that the teachers here will unite with me in thanking the president of the Ft. Wayne school board and citizens for this kind greeting. We are reminded that we were here, at least some of us, twenty years ago, in one of the earlier meetings of the State Teachers' Association. Then you had but a single building and employed but nine teachers, and had but few children in the schools. To-day you have nine buildings, nearly one hundred teachers, and three or four thousand children in the schools. This improvement has been going on in other parts of the state, and to-day we have more than half a million of children educated in these public schools, and a vast army of thirteen thousand teachers.

These are the representative men and women who teach your children. They are glad to come to Ft. Wayne; they knew they would be kindly received, and in return we reciprocate the kind feeling expressed by the president of your school board. We invite you to our meetings; we will try to behave as well as we can, and we are sure we shall part friends. You do not want a long speech from me, but I have a very pleasant duty to perform. You have honored one of our best teachers by electing him president of the Association; I am sure he will honor the position. I have the pleasure of introducing to you Prof. J. M. Bloss, who will proceed to address you.

Mr. Bloss then delivered his inaugural address, which was full of interesting thoughts throughout.

Briefly referring to the financial disasters of the past year, and to the blessings for which we should rejoice and be thankful, he said that the trials through we had passed and are now passing, have their lessons. The demand for economy at home, in business and in public affairs, has led to doubt in reference to every expenditure. "Does it pay?" has been asked of our

common schools, our high schools, our normal schools, and our colleges. In other words, does it pay to educate the masses?

While it is impossible to determine in dollars and cents the immediate value of a given amount expended for educational purposes in a given locality, yet by contrasting our civilization with that of the past, when no attempt was made to educate the masses, we may arrive at clearer ideas of what education has done; and if the future may be determined from the past, we may be able to see what is yet in store for us.

Whether man has descended from the highest form of civilization to the different degrees in which history has found him, or whether he has risen from the lowest form in which man is found to-day to our present state, is immaterial. The laws which would enable man to ascend to a higher plane would only need to be reversed in order to descend to a lower. He then reviewed the progress of civilization through years darkened by ignorance and superstition. Contrasting those times with the improvements of the present, he said:

Who of you are willing to give up your individualism, your freedom from prejudice, superstition, and witchcraft, to live in constant fear of ghosts in every house, of demons in every wood, of giant monsters upon the deep?

If any state or community desires a return to this condition, all that is necessary to be done is to reverse the laws of progress; to sever their connection with the intelligent world; to let their children grow up in ignorance, as a first step to reduce the school course for the masses to the lowest possible minimum, reading, writing, and a little arithmetic; to employ a teacher who is entirely unacquainted with the branches taught in our colleges and normal schools, or even our high schools; and finally to require him to deliver a lecture once each quarter on the following subject: "Educate a boy and he won't work." The less the teacher knows, the narrower will be his views; the more prejudice and bigotry will be in his soul, and the more thoroughly will he be able to impress the children with the ghost stories of the past, and thus prepare them for the introduction of witchcraft and demonology in the present and near future.

On the other hand, the state or community that would live abreast with the progress of the age, who wish to leave, as an inheritance to their children, tools with which to make the most of the future, must educate the masses not only in language, but in history and science, that they may not only be able to appreciate the future, but to help to *make* it, because scientific thought liberalizes the mind, broadens the views, and ennobles our natures; because scientific thought controls and directs the business energies of the world; because scientific thought only can develop and make valuable the raw material which nature has provided; because scientific thought discovers mines of wealth in a day, where ignorance had lived in penury and want for ages.

If Lord Napier's discovery of the logarithms lengthened the life of the astronomer by a quarter of a century based on the work accomplished, how much have the discoveries of Watts, Fulton, Faraday, and Morse added to the lives of the present intelligent world? Then, based on the work accom-

plished, may not the intelligent man of the future, surrounded by his light, although dying young in years, live longer than the most aged patriarch?

But to make the future all that we conceive that it should be, will require the united efforts of all classes of educational institutions, nor should there be any parsimony exhibited in supplying their necessities; for our census shows that every twenty-five years our population is doubled; hence, in 1905, we shall have a population of one hundred millions. In two more generations of school life, fifty millions of children will be added to our population.

If we fail to educate the masses now, if we give up the *means* of creating a desire for higher culture among the masses, our high schools, normal schools, and universities, how shall we meet this coming tidal wave of ignorance; if the leaven of these schools be lost, how shall the whole be leavened? Dr. Beecher's maxim was never fitter than now: "We must educate, or we must perish by our own prosperity."

Temple H. Dunn of Fort Wayne, was then elected railroad secretary of the Association, Mr. Moury, of Elkhart, assistant enrolling secretary, and J. W. Caldwell, of Seymour, assistant recording secretary.

After a song, conducted by Prof. Heath, the Association adjourned.

THURSDAY MORNING. —Prayer was offered by the Rev. Frost Craft, after which L. B. Swift, of Laporte read a paper entitled

#### MORAL TEACHING IN SCHOOLS.

The speaker reviewed at considerable length, the defects of moral teaching as generally given in schools. He said, it is well known that no church of the christian era has ever been willing to trust the acceptance of its doctrines to the matured judgment of men, but at every opportunity they are urged upon the earliest youth. Even in the most independent churches, after Martin Luther, the schoolmaster was but a sickle in the hand of the minister to gather in the ever ripening harvest; whatever the scholarship, his work was never complete until prayer, exhortation, and zealous co-operation with the neighboring revival were answered by wholesale "conversion." These traces of doctrinal teaching still remain; and the work of removing them ought to receive the attention of every teacher.

In a late county institute an essay had been read advocating the teaching of sectarian religion, and the writer said, without rebuke, "In many cases it can be done so secretly, that neither the parents nor pupils will know anything about it," suggesting a casual remark, dropped when the scriptures were read. Even a habit of generations does not make dishonesty honest. Cities rend themselves over reading the Bible in schools, but reading the Bible is open work, and compared with this continual dropping, often unconscious, oftener sly, it is a just and honorable proceeding. The remnants of sectarian teaching must come out of the public schools. Whatever may be said in its favor,

the great argument of unfairness is against it, and bears down the scale. We rejoice over the separation of church and state; as great a blessing will be the separation of church and school.

Of much more importance than the injustice of this sectarian teaching is the unfortunate manner in which we teach those standard principles of morals in which all agree. My earliest recollections are of one tall, sallow, austere man, who catechised his pupils daily, and by whose questions they always knew when to say, "Yes, Sir," or "No, Sir." Of another, small, spry, and fierce individual, who prayed the same prayer, and moralized on the same subjects, year in and year out. Their whole effort was to convince the school that the judgment and taste of the pupils were to count for nothing; that there was but one way, and that was the way of the teachers; that pupils must see things as they see them; must grow up and be like them. I have but one feeling with regard to these recollections, and ask, "Will the children of to-day grow up to look with the same laughing contempt on our ways and means?"

The great bulk of our moral teaching is not corrective; it consists rather in urging children to be good little boys and girls, and older scholars to "aspire" and "mark high." When this is taught by question and answer, the veriest little rascals in the school room will answer the loudest. Children can be induced to promise anything in the school room.

Young teachers, finding it easier, go from one weak method to another, until they have inherited all the homiletical ways of moral teaching, not by which, but in spite of which, they themselves are whatever they are.

At no time are the effects of this teaching so abundant as when the school is put to writing compositions. No subject is too great for their grasp, nor too minute to have a large moral side. The culmination is at commencement time. The occasion generally is, as it ought to be, a fair indication of what the teaching has been. Here they stand, viewing active life. Half a dozen programmes give us a clue to the emotions that seem to swell their bosoms. They talk about "Fame," "Action," "Liberty," "Public Station," "Mind and Muscle," "Still Weaving," "Wayside Fountains," "Life is an Ocean," "The Bay is reached, the Ocean is before us," "Out of the Darkness into the Light," and so on—and still hopelessly on. They war, they exhort, they moralize; and they learned it all of their teachers. What sublime feelings they must have, and now they will go ahead and reform the world! Yet somehow when we talk with them, they lack that profundity and that apostolic moral purpose we should expect. Whatever may be their intention when delivering themselves, no one will claim that they ever take one step to carry their sentiments into practical life. But the parents smile approval, the town papers publish the essays with praise, and the teachers go back to drill the same habit into another class, a habit ruinous to careful thinking and sound judgment, and in comparison with which describing a jack-knife would be profitable employment.

Another defect in our moral teaching is the equal stress we lay upon all kinds of offences. We preach to the children that the one who hides the

teacher's bell is as guilty as the one who steals a dollar from a boy's pocket; that forging an excuse is as bad as forging a promissory note; that lying about throwing paper balls is as bad as falsely charging a mean act upon a school-mate. It is not necessary to discuss the relative evil of these things. The children have always been told, and are still told, the degree is the same. They never have, they do not now, and they never will believe it. And too often the only result is the rejection of all our advice, and the loss of all our power in this direction.

A third defect in our moral teaching is our manner of holding ourselves as "models." Any upright, industrious, and intelligent man or woman, with good breeding and habits, is a model for those with whom he or she may come in contact. In this sense, and no other, teachers ought to be models. This view is altogether too common-place for us. We are the schoolmaster abroad. We know how affairs, public and private, ought to be conducted. We wag our heads and carry about us the air that we are, or would be if we had a chance, the exemplification of greatness and goodness in every human undertaking. Now, what are the results? People call us "prim" and "precise," the newspaper slurs at us, lawyers are witty at our expense, ministers are half patronizing half arbitrary, and any man you corner will say. "Teachers know a great deal, but they are not practical." And the boy whose destiny we shape? Well, if he is not afraid of our temper, he shoots beans at us.

It is easy to pull down and hard to build up, and especially is this true in the ways of teaching. This teaching should be done incessantly; seldom by direct appeal, often personally. Circumstances may warrant a brief expression of contempt, an angry denunciation, an earnest private talk in the name of self-interest and respectability, a fair argument, or many other methods by which one nature naturally influences another.

Human nature is broad and cheerful; teacher nature is narrow and trite. And why should not teachers cease to stand before their schools as beings of another sphere, but rather as men and women, each omitting no effort to retain his natural self, and put far from him the littleness, the self-importance, and the hypocrisy of the pedagogue? The name of Arnold of Rugby is known and respected throughout the entire world. Arnold's work was in shaping other natures by the natural use of the kindness, the firmness, the anger, the contempt, and the other qualities of his own superior nature. Let a teacher try to know not children only, but grown people—not grown people because they send children to school, but because the children are to be trained to stand with advantage in after years; and no teacher can do this without knowing what it is. Let him not go to school as a common "model" or moral pointer for any one; but let his simple, straightforward manhood do his moral teaching, never telling the children he is there to make them good, any more than fresh air tells them it is there to make them healthy. Then let the teacher put forth his whole strength, not because "it is the noblest work in the world," for it is not, and few teachers believe it so; but because he has turned his hand to it, and therefore let him do it with all his might. In proportion as we take these steps our moral teaching will strengthen.

George P. Glenn, superintendent city schools, Kendallville, then read a paper as an opening of the discussion.

He conceded that moral teaching in schools should be stripped of sectarianism, because this is just. But we should beware of concessions and compromises. They are the subtle policies by which principles are undermined and no one sees the danger until the destructive explosion comes. Our common school system is not the exclusive growth of our republicanism. It began under the monarchy, was in active operation long before the revolution, and belonged to the church-and-state idea of New England. Out of her parish schools has grown the American common school system. In the early days, not only morals, but religion, was taught in these schools. *They* were *Christian* schools. But the old church-and-state days passed away with the revolution. The church gave up its hold upon the schools, and the state was left in charge. But it was a Christian state, and, perhaps, out of deference for its old ally, still retained the Bible and its moral teachings in the schools. In this condition the American school system has been tested for one hundred years, and every American patriot has been proud to call it the hope of the republic, the sheet-anchor of our ship of state. But now American Atheism steps in and asks a new concession from the state. It demands that the common school shall stand on its own basis, and insists that as such it has nothing to do with religion, the Bible, or morals. Here is the place to stop our concessions. Have not too many of us already yielded to the demand, and become indifferent to our duty to the state and nation as teachers?

There are two theories of government. One, that the state takes care of the people; the other, that the people take care of the state. The latter is ours; the former is the paternal idea. So Prussia cares for the physical, moral, and intellectual interests of her people; while the American often scorns all such paternal relations. Many of our people, puffed up with exaggerated notions about freedom, deny the state the right to educate their children unless *they* choose; deny it the right of an interest in their souls; deny it the right of interference if they should choose to hang themselves. But genuine liberty never allows any man to do as he pleases, unless he pleases to do right; and why do the people take care of the state? Simply that the state may take care of the people. Thus, in practice, the two theories of government are merged into one. There has always been in the world a class of people who have denied the possibility of a God in their philosophical theories, though compelled to acknowledge him in every act of their lives. A gracious providence, for a brief time, committed the destinies of one nation to their charge. They ruled it long enough to make that one chapter in the history of France "the bloodiest record in the book of time." That sect exists to-day in the United States. It is organized and engineered by men who have thought themselves out of the world of divine realities, into a universe of philosophic negations.

If we would preserve our cherished institutions we must repudiate sectarianism and atheism alike, and trust our safety to a genuine moral training in our schools. But if morality be taught it must have its ground of authority;

its awe, its sanctions, to give it any value. It must have its hold upon the conscience, or it is mere casualistic gabble. It must not be sectarian nor atheistic. It must occupy the golden mean, and be theistic only.

It has been said that an earnest appeal to self-interest will accomplish the desired effect. An "enlightened self-interest" must look beyond itself if it would attain even its selfish object. In other words, we shall fall below our immediate aim, if the eye be not fixed on something above it. But that self-interest which does not look beyond; which considers time and not eternity; which has no God in it, may be the direst of incentives. It may impel a youth to the basest of immoralities. It would teach him to lie, as often as a lie would suit his immediate object better than the truth. A moral training, based upon this kind of self-interest, would be a sort of "don't you get caught in it" morality; the morality of the Spartan youth. But Lacedæmonian ethics will not sustain an American republic.

Sup't Smart remarked: I know of no subject of greater interest to teachers than this. There is an exaltation of scholarship to the exclusion of more important things in our schools. Great scholarship may be exalted, but the teacher who forgets that there is something of more importance, makes a mistake. It is said that teachers are to blame for the wave of crime we read about in the newspapers. I believe that parents are responsible to a greater degree than teachers; but teachers are responsible so far as they have power. There are some things we must do in the school room that are not mentioned in the decalogue. We must not invade the family; but the parents have the right to demand of us the best possible example before the children. It is far easier to do mischief than to do good; we may do an evil thing that will send our names around the world. With a class of fifty children we can do more mischief in twenty-four hours than an army under Napoleon could do in front of a city. Let home, church, and Sunday-school do their own work; but let the teacher do his work and do it well, and remember that there is something besides scholarship that the children need, to make them good men and good women.

The discussion was continued, and participated in by George P. Brown, and others whose names were not learned by the secretary.

After a recess of fifteen minutes, W. A. Bell read an address. His subject, as announced on the programme, was, "Do our High Schools teach the children of the Rich at the expense of the Poor." Mr. Bell stated that he had taken the liberty of making a slight change in the statement of his subject, and that he would give them "A few points on the High School Question." (The paper is printed in full elsewhere.)

The discussion of the paper was opened by J. T. Merrill, sup't of city schools, Lafayette. He said:

If we define the rich man as the one who has children to educate, and the



poor man as the one who has no children, then I take the affirmative of the question, as printed on the programme. The paper has fairly answered the question of The Poor vs. High Schools, but there are many other questions. We have Sects vs. High Schools, Party vs. High Schools, Wealth vs. High Schools, Commune vs. High Schools, Aristocracy vs. High Schools, Morality vs. High Schools, Culture vs. High Schools, and finally, the College vs. High Schools.

The speaker then referred to some of the objections made to the high school.

1. The state cannot rightfully bestow advantages of education upon the few which are denied to the many.
2. It is too vast an undertaking for the state to give secondary instruction to all her citizens.
3. The state should not go into active opposition with private schools and embryotic colleges.
4. It is the duty of the state to perpetuate itself by the proper moral education of its citizens. This cannot be given in the public schools; hence, the education of the young should be left to the church.
5. All education at the expense of the state must, from the nature of the case, be in platitudes; in vast, common levels. High culture can flourish only in private select schools.
6. This free high school education presents dangerous temptation to the lower orders of society to shoot madly from their spheres, ape the aspirations of their betters, and to go beyond their hereditary pursuits. It sends forth people good for nothing in the common paths of life.

Then he offered the following arguments in favor of the high schools:

1. They serve to give increased efficiency to the schools below them.
2. The High School and the State University are the best preservatives of republican equality. They afford means for all to enjoy the benefits of education.
3. High school education is a means of discovering and developing genius, by which the industrial interest of the community is advanced.
4. The vital force of every community centers in its laws. The energetic characters, regardless of grade or wealth, should have opportunity to receive such an education as will fit them for the power they will wield in society.
5. The duties of citizenship demand that many shall have a better education than the common schools can give. It is too vast for private undertaking, hence the state should perform it.
6. The past experience of England and older governments, prove that "in matters of education, the interest and judgment of the consumer are not sufficient security for the goodness of the product."

Mr. Merrill concluded his remarks by saying that he sincerely deprecated the jealousy existing between colleges and the public schools. If we make the common school what it ought to be, it will create a thirst which cannot be slaked, and will lead on to higher destiny.

Prof. Smith, of Purdue Univ., said: If any one has a right to complain it is certainly not the man of moderate means, from whom the most complaint comes. If the rich man pays the bill, and the poor man receives the benefit, complaint is in very bad grace coming from a poor man. In answer to the objection made to the high school as leading the children of the poor to aspire above their level, he said: If we consult any of our large manufacturing men, they will say that the most intelligent laborer is the most valuable, and from



whom the best work comes. With regard to "College vs. High School." College men, in general, are not opposed to the high school. He admitted that there are members of College faculties who would break down the high school. They act upon the ground that the important education is a professional education. That the laborer's son should not be educated above the common schools, unless he intends to follow a professional life; if he does follow any other than a professional life, it will ruin him forever. These persons would force a professional education, at the expense of a practical education. By practical education, he meant that which does not interfere with or despise labor; that feels a pride in honest labor; that makes the farmer's son as proud of the crops produced by his honest toil, as the judge of his fine speech before a jury, or the doctor in his practice upon his patients.

THURSDAY AFTERNOON.—Dr. Charles R. Dryer, teacher of science in the Ft. Wayne schools, read a paper on "Science in the Lower Grades," a synopsis of which cannot do it justice.

He gave a history of the struggles science had had in gaining any adequate recognition in the higher institutions of learning, and said that in many instances the so-called "Scientific Course" was simply one in name. He said, "The time is near at hand, if not already here, when colleges will be ashamed to graduate students who can scan every verse of Virgil and tell all about the life of the ancient Greeks, and yet cannot understand how the Phonograph works, although it is as simple as a grindstone." He argued that natural science, in its simpler forms, should be taught in the lower grades of the schools; that the course should be laid out by a person understanding the subject; that it should be carefully graded to be suited to the capacities of the children at different ages; that when so graded and adapted, it was not beyond the comprehension of children; that the subject should be taught from objects and not from books; that teachers should learn more of the subject, and then the principal objection to its introduction into the lower grades will be removed.

W. F. Yocum, president of Fort Wayne College, opened the discussion. He feared that the inexperience of teachers, the lack of proper specimens and the great difficulty of procuring them at the proper time and in the necessary quantities, would, for years to come, preclude the adoption of thorough scientific courses in the common schools.

The President announced the Committee on Resolutions, as follows: J. A. Zeller, Evansville; L. B. Swift, Laporte; John Macpherson, Richmond; W. Irelan, Burnettsville; W. A. Bell, Indianapolis; Hamilton McRae, Muncie.

After a recess of ten minutes, D. Eckley Hunter, superintendent of Washington schools, delivered an interesting address

on the subject of "George Rogers Clark, and his Work in the West."

A subject, he said, a little out of the ordinary way, but one with which every boy and girl throughout the country ought to be thoroughly conversant; but he was sorry to find that they were not, because they had not had access to the facts in history.

Mr. Hunter had so much to tell, and was obliged to speak so rapidly, that it was not possible to obtain anything like a correct report of his address. It is to be hoped that he will tell us all about Geo. Rogers Clark in the history which he will certainly write at some future day. He closed his address by saying: "I think I am safe in saying that every foot of territory the United States owns to-day, with the exception of Oregon, she owes directly or indirectly to the efforts of George Rogers Clark and his noble band." The address was not written.

The appointment of a committee on officers was as follows:

First District, D. S. Kelley, Evansville; 2d, J. C. Chilton, Orleans; 3d, J. T. Smith, N. Albany; 4th, no delegate present; 5th, J. C. Macpherson, Rich'nd; 6th, A. W. Clancey, Muncie; 7th, Pleasant Bond, Indianapolis; 8th, Samuel Lilly, Gosport; 9th, E. E. Smith, Purdue University; 10th, B. W. Everman, Camden; 11th, J. P. Noftgzer, Wabash; 12th, Jerry Helligass, Ft. Wayne; 13th, A. D. Mohler, Lagrange. J. C. Macpherson was appointed chairman of this committee.

Sup't Smart then spoke in behalf of the Hopkins Memorial Fund. He said that the State Board had about \$100 to expend, and recommended that a Portrait or Tablet be placed in the new State House in honor of Mr. Hopkins.

E. H. Butler moved that the Board of Education be instructed to carry out their plans with regard to this.

H. S. McRea, of Muncie, moved that a committee of five be appointed to take into consideration what action the Association should take in regard to "reform in spelling."

The President appointed H. S. McRea, Muncie; Gen. Carrington, Crawfordsville; A. D. Mohler, Lagrange; J. T. Smith, New Albany; Seth Hastings, Decatur.

THURSDAY EVENING.—Music, conducted by Prof. Heath.

Prayer was offered by Rev. Dr. Stone, of Ft. Wayne.

[A very full synopsis of President Angell's address will appear in the Journal next month.—ED.]

*The Minutes will be completed next month.*

INDIANA COLLEGE ASSOCIATION.

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The Indiana College Association met in Indianapolis December 26-7, 1878, and followed out, in the main, the programme which was printed in full in the December number of the Journal. The minutes have not been furnished us, but the entire proceedings, together with all the papers in full will be printed, and the Journal will hereafter have something to say in regard to some of the matters discussed. Several of the papers and discussions will be of interest to the common-school teacher.

The Association was well attended, most of the state colleges being represented, and the meeting is regarded as a very profitable one.

The following officers were elected for the ensuing year :

*President*—Lemuel Moss, President State University.

*Vice President*—Alexander Martin, Pres. Asbury University.

*Secretary*—Prof. J. C. Ridpath, Asbury University.

*Treasurer*—Prof. A. R. Benton, Butler University.

Catharine Merrill, of Butler University, the only woman professor in a college in this state, was received to membership.

The committee to preserve the minutes in a permanent form, reported that the cost of 500 pamphlets would be about \$50, and the printing was accordingly ordered. Professor Earp, of Asbury, was given charge of the work.

Dr. Tuttle spoke a few well-timed words on the close of the first meeting, congratulating the members on its success, and hoped that all the members of the faculties would be present at future meetings.

The Association adjourned to meet in Indianapolis at a time to be fixed by the Executive Committee.

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A School-Board Inspector asked a small pupil of what the surface of the earth consists, and was promptly answered "Land and water." He varied the question slightly, that the fact might be impressed on the boy's mind, and asked, "What, then, do land and water make?" to which came the immediate response, "Mud."

## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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THE secretary has furnished such excellent reports of the papers read at the State Association that any one reading the minutes can form a very correct idea of the character of the papers. Thus the minutes of the Association become a series of concise essays on various educational topics.

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THE Official of the State Superintendent has been crowded out this month' but will appear regularly hereafter.

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THE JOURNAL this month is largely occupied with the proceedings of the State Teachers' Association, for which no apology is offered.

Barring the intensity of the cold, the meeting was a very pleasant one. Every person whose name appeared upon the programme (except two or three appointed to discuss papers of others) was on hand and prepared. But few papers exceeded the limit named by the committee, and yet there was not sufficient time for general discussion. The Journal hopes to see the day soon when but one paper shall be presented at any session, and when there shall be no *leaders* appointed in the discussions. As a rule, the present plan does not elicit any general discussion of the principal paper at all—the one *big* paper and two *little* ones taking all the time allotted to the subject.

The attendance was not so good as usual, owing, (1) to the location; (2) to the cold weather; (3) to the time—New-year week. In olden times the State Association held semi-annual sessions. The last of these was held at Fort Wayne in August, 1859. The enrollment was 40. The enrollment at the last meeting was 213. The difference in these figures indicate very fairly the growth of the last twenty years. While the enrollment this year was less than it has been before since 1864, it was certainly very fair, all things considered. The Ft. Wayne people deserve special credit; out of the 213 enrolled *eighty-four* were from Ft. Wayne. The attendance was much larger than the enrollment, but this is usually the case.

The Fort Wayne School Board gave the free use of their high school hall for the meetings, and in other ways did much to make the teachers welcome and the meeting pleasant. The Ft. Wayne papers made liberal reports, the *Sentinel* especially. It issued an extra at the close of the association, giving the minutes and all the papers *in full*. No other paper in the State, or, so far as we know, in the United States, has ever done such a thing. We mention this especially, because such enterprise and kindness deserve mention, and also to let teachers know this fact, thinking that many would like to send for the *Sentinel* and get the papers *in full*.

Upon the whole, we liked the Association, and are glad it was held in Ft. Wayne.

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THE Legislature has been in session, at this writing, ten days, and as yet only about *fifteen* bills have been introduced touching school matters—some good, some bad, some very bad, some indifferent. These bills provide, among other things, for the abolition of county superintendency, for limiting the power of trustees to levy taxes for special purposes from 50 cents to 10 cents, and for tuition from 25 cents to 5 cents, for the distribution of school funds according to the attendance at school instead of according to the enumeration as at present, for the examination of county superintendents by the State Board of Education, to cut off or cut down the appropriations to the State University and State Normal School, for holding township institutes on Fridays instead of Saturdays, etc., etc.

The Legislative committees on Education are composed of good men, who will do what they can to prevent any damage being done to the present excellent system of school laws. They are as follows:

Senate Committee—Sarnighousen of Allen, ch'mn; Langdon, of Tippecanoe; Tarleton, of Shelby and Johnson; Fowler, of Owen; Treat, of Monroe; Olds, of Kosciusko and Whitley; Woolen, of Switzerland.

House Committee—Miers, of Monroe; Reed, of Miami and Howard; Fancher, of Lake; Baker, of Tippecanoe; Hopkins of Vanderburg; Cunningham, of Harrison; Van Valzah, of Vigo.

While the probabilities are that no radical changes will be made, there is danger that county superintendency will be seriously crippled, and that taxes will be so limited as to practically cut off high schools. The friends of education need to be on the alert and do their duty.

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WHY DIDN'T THEY?—"Why didn't they put more ladies upon the programme?" is a question that has been propounded many times when referring to the programme for the late Teachers' Association.

Not being a member of the committee, and not having talked with any one of the members on the subject, we are not authorized to speak for the committee; but, judging from many years' experience, we feel sure we are not far from the truth when we say that the committee *didn't* because the ladies *wouldn't*. The trouble has always been to get ladies to accept the places assigned them.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1878.

#### WRITING—*Specimen of Penmanship.*

"But his little daughter whispered,  
As she took his icy hand,  
'Isn't God upon the ocean,  
Just the same as on the land?'  
Then we kissed the little maiden,  
As we spake in better cheer;  
And we anchored safe in harbor,  
When the morn was shining clear."

50

1. Show by a diagram the relative length and height of the letters g, p, q, s, t, f, l, d, y, b. 10
2. Analyze the capitals E, F, G, H, and S, when made in plain style. 10
3. In teaching young children, would you teach forearm movement before finger movement, or the contrary? Why? 10
4. What is usually regarded as a space in width, in writing? As a space in height? 10
5. Write the ten figures correctly—as you would teach them. 10

NOTE.—The applicant should then be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. How many elementary sounds in the English language? 10
2. (a) Into what three general classes are these sounds divided?  
(b) Give an example of each. a=6; b=4
3. How many and what sounds do *e* and *i* represent? Represent each sound by the proper notation. 2 pts., 5 each
4. Write phonically, with the proper notation, the words *been*, *peace*, *write*, *prophet*, and *thought*. 5 pts., 2 each
5. (a) When is a diphthong called proper, and when improper?  
(b) Give an example of each. a=6; b=4

NOTE.—Superintendent should pronounce ten words to the applicant, who should write them upon paper. 10 pts., 5 each

## READING.

"I made my journey in the winter, because I was on my way to Lapland, where it is easier to travel when the swamps and rivers are frozen, and the reindeer sleds can fly over the smooth snow. It was very cold, indeed, the greater part of the time; the days were short and dark, and if I had not found the people so kind, so cheerful, and so honest, I should have felt inclined to turn back more than once. But I do not think there are better people in the world than those who live in Norrland, which is a Swedish province commencing about two hundred miles north of Stockholm."

1. What words in the above selection would you require pupils to spell? What should determine your selection? 2 pts., 5 each
2. Write the words you have selected, phonically, using the notation of Webster. 10
3. What is a reindeer? Why so called? Where is Lapland? Where is Stockholm? In what direction is Stockholm from this place? With what force, speed, pitch, and volume of voice ought this selection to be read, and why? 10
4. Tell what words you would group together in the first sentence as expressing one complex idea. 10
5. What moral lessons can be developed from the above quotation? 10

NOTE.—The applicant should be required to read a selection from a book: he should then be marked upon his reading from one to fifty, according to the value placed upon the performance by the superintendent.

ARITHMETIC.—1. If  $1\frac{2}{3}$  yd. of cloth cost \$11-13, what will be the cost of 4-7 yd. of the same kind of cloth? By analysis. Anal. 7; ans. 3

2. What is cancellation? Upon what principal does cancellation depend? 2 pts., 5 each
3. The smallest vessel whose contents will exactly fill a six-quart, an eight-quart, or a ten-quart measure a certain number of times, is full of cider worth 5c a quart; what is the value of the cider? Proc. 5; ans. 5
4. A sold B some goods for \$394, at a loss of  $1\frac{1}{2}$  per cent. B sold them to C at a profit of  $1\frac{1}{2}$  per cent. Did they cost C more or less than A, and how much? Proc. 6; ans. 4
5. In division of decimals, why do you point off as many places for decimals from the right of the quotient as the decimal places in the dividend exceed those in the divisor? Illustrate by an example. 2 pts., 5 each
6. At what rate will \$258, in 3 yrs, 7 mos., yield \$73.96 interest? Proc. 5; ans. 5
7. A merchant bought some cloth for \$5 a yard, how much must he ask for it that he may make a discount of 10 per cent from the asking price, and still realize a profit of 17 per cent? Proc. 5; ans. 5
8. Define customs, tare, specific duty, and ad valorem duty. 4 pt., 3 off for each omitted
9. What is the length of a diagonal path between two opposite corners of

of a rectangular garden, which is twice as long as it is wide, and has an area of 2,450 square yards? Proc. 6; ans. 4

10. Fifty apples are placed in a row  $2\frac{1}{2}$  yards apart, the first being placed 3 yards from a basket; how far will a boy travel, starting from the basket, to gather them singly into the basket? Proc. 6; ans. 4

GEOGRAPHY.—I. What are the Zones? How is each divided?

2 pts., 5 each

2. Why is the equatorial circumference of the earth longer than its polar circumference? 10

3. Describe a glacier, its formation and course. 10

4. How does a meridian differ from a meridian circle? Of what use are meridians? 2 pts., 5 each

5. Locate the Capital of the United States; locate its Capitol.

2 pts., 5 each

6. Why are there no large rivers on the west coast of South America? 10

7. Name five principal exports of the United States. 5 pts., 2 each

8. What river forms part of the boundary between the Russian and Chinese empires? 10

9. Name two of the Republics of Europe. Which is the larger?

3 pts., 4 off for each omitted

10. What two large lakes lie *wholly* in the United States? What is the character of their waters? 3 off for each point omitted

GRAMMAR.—I. Write *child*, *man*, *boy*, *alley*, and *pony*, in the possessive case, singular number. 5 pts., 2 each

2. Give five adjectives which cannot be compared. 5 pts., 2 each

3. Write a sentence containing the verb *lay* in the indicative mode, past tense, passive voice. 4 off for each error

4. (a) How many and (b) what tenses has the infinitive mode?

a=4; b=6

5. Give the mode and tense of each verb in the sentence, "God said, 'Let there be light,' and there was light."

3 off for each error in mode or tense.

6. Give the case and government of "teacher" and "pupil" in the sentence: "The teacher whom you so much admire, is not wiser than her pupil."

4 pts.,  $2\frac{1}{2}$  each

7. Give the case and government of "whom," in the above sentence, and parse "wiser."

4 pts.,  $2\frac{1}{2}$  each

8. Analyze the sentence, "The teacher bade him prepare the lesson." 10

9. What are the errors in the sentence, "He has went to his room many a times to sit a chair to the window for his aged mother to set in."

3 off for each error omitted

10. Write correctly, "When each pupil in the room has lain their books in their desks like I have learned them, the school will be let out."

2 off for each error



HISTORY.—1. Who were the "Pilgrims" that came to Plymouth in 1620, and why were they so called? 2 pts., 5 each

2. (a) When, (b) where, and (c) by whom were the slaves first brought into what is now U. S. territory? a=2; b=4; c=4

3. By whom was Maryland settled, and what religious principles were incorporated in its earliest legislation? 2 pts., 5 each

4. What striking coincidences marked the deaths of John Adams and Thomas Jefferson? 10

5. Who was John C. Calhoun? 10

6. In whose administration was the northern boundary of Maine settled, and by whom was the treaty of settlement negotiated?

3 names, 4 off for each omitted

7. What were the striking features of the Presidential election of 1860? 10

8. What are the three most important industrial inventions in the history of this country? 3 pts., 4 off for each omitted

9. Give the five most prominent names in our national *political* history prior to 1860. 5 pts., 2 each

10. Give the history of the five most prominent men (now dead) in our national *literary* history. 5 pts., 2 each

PHYSIOLOGY.—1. How may the bones of the trunk be classified, and how many are in the spinal column? 2 pts., 5 each

2. What is a ligament? 10

3. What is the distinction between extensor and flexor muscles? 10

4. How is the nutritive fluid conveyed from the intestines to the blood vessels? 2 pts., 5 each

5. Name five conditions which affect the quantity of food necessary to the system. 2 off for each omitted

6. What is digestion, and what fluids are used? 2 pts., 5 each

7. What is the pulmonary artery, and what is its function? 2 pts., 5 each

8. Trace the circulation of the heart from the right ventricle to the left ventricle. 10

9. Why should school rooms be well ventilated? 10

10. Why should the windows of a school room be so made that they may lower from the top? 10

THEORY AND PRACTICE.—1. What is the difference between an oral lesson and a recitation? 10

2. For what two purposes may the concert method of reciting be used? 2 pts., 5 each

3. Give two general directions respecting the proper assignment of lessons. 2 pts., 5 each

4. What is the extent of the teacher's jurisdiction over his pupils when they are coming to or returning from school? 10

5. (a) What is the distinction between natural and artificial incentives?

(b) Give two examples of each. a=6; b=4

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JOHN BEARD.

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*Tribute to the Memory of the Founder of Indiana's Common Schools.*

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The meeting of the Pioneer Association at the state fair grounds last October, appointed a committee to prepare a tribute to the memory of the late John Beard, of Crawfordsville, who was known as the founder of the common school system of Indiana. The committee, consisting of George Crawford, Aaron Wood, B. T. Ristine, and Caleb Mills, met at the Lahr House, Lafayette, Nov. 20, and the following result of their labors has been received by Hon. John B. Dillon, of this city, Secretary of the Pioneer Association, to whom the document is addressed:

"That in Mr. Beard, whose far-seeing sagacity saw in the unlimited resources of the state and in the future a vast population, and recognizing the fact that to make the state really great and prosperous, intelligence and education must keep pace with its national progress; and that by his indefatigable energy and perseverance, and his powerful influence in the legislature of 1833-4, succeeded, by his amendment to the state bank charter, in transferring the sinking fund to the common school fund, by which \$4,000,000 was added to the cause of education, we recognize a true statesman, a man of pure and unselfish patriotism, and a benefactor to his state and his race. We therefore recommend that this association memorialize the legislature at its coming session, and that petitions be circulated asking the legislature to make an appropriation for the purpose of erecting a suitable monument to his memory, with a proper inscription commemorative of his services to the state and cause of education.

We also take this occasion to refer to the fact that ex-governor Jonathan Jennings, the first governor of the state, and for a long time sole representative in congress from this state, and whose lasting and valuable services deserve some fitting testimonial, lies buried at Charleston, Clark county, without even a headstone so mark his grave."

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THE STATE NORMAL SCHOOL.

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The ninth annual report of the State Normal School gives the following facts: The whole number enrolled for the winter term was 187, for the spring term 413, for the fall term 215; total for the year 815; average enrollment for each term,  $271\frac{2}{3}$ . The whole number of different persons who have received instructions in the Normal School since its organization, Jan. 6, 1870, is 1,855; total number of graduates, 87; number of different students who have attended during the year ending last October, 592. The occupations of a majority of parents of students of last year are returned as follows: Farmers, 309; mechanics, 64; merchants, 32; physicians, 20; ministers, 11; no occupation, 10; occupation not reported, 87; manufacturers, 13; laborers, 14;

teachers. 8. The counties to which the larger number of the pupils belonged were: Carroll 27, Boone 21, Clark 21, Clay 32, Decatur 31, Gibson 22, Hendricks 47, Knox 31, Marion 53, Montgomery 26, Morgan 36, Parke 57, Putnam 23, Tippecanoe 20, Vermilion 46, Vigo 284, Wabash 27, Wayne 40; the remainder of the counties sending from one to twenty students. The report states that 89 per cent of the students are from families in which the parents are engaged in the productive industries, the mercantile and professional classes being represented by only 11 per cent, a ratio which has prevailed since the organization of the school. Nearly 56 per cent of the students come from the agricultural class alone. A large majority of the students return to the several counties and become teachers in the common schools.

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AN OPINION.—The Indiana School Journal for December contains an index of the twelve numbers issued during the entire year. In glancing over this one is reminded of a number of excellent articles which have appeared from time to time. We do not think this periodical is calculated to take the place of a good educational weekly, especially in the matter of supplying general school news; but as a State record of school matters it has seemed to us to lead most, if not all, of its monthly cotemporaries. From its name and make-up this appears to be its chief aim, and Prof. Bell must be an indefatigable worker or he could not have made a record so complete. We understand that the seal of financial success, which has been set upon but few educational journals, attests the skillful management and professional appreciation of this one.

The above is from the Chicago Weekly Journal, a paper that sustains the freshest and most extensive educational department of any metropolitan weekly in the country. As a matter of course, a *monthly* journal cannot be as good a *news* paper as a *weekly*. The Journal has never aspired to excel as a "news" paper, as it does not believe that "news" is what teachers most need, and yet no other paper gives more of its own state news.

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MICHIGAN.—From a recent report of the State Superintendent, A. C. Gower, we take the following: "During the present year there have been held, under the direction of the Superintendent of Public Instruction, 46 teachers' institutes in the various counties of the State. At these the aggregate enrollment has been 2,852; or an average enrollment at each institute of 62 members. The largest number enrolled at any one institute was 117,—at Adrian, Lenawee county,—while the smallest attendance was 21,—at Escanaba, Delta county. In 1877, the first year in which institutes were held under our present law, the average enrollment at each institute was 39."

This shows growth, but Indiana can make a much better showing because of its county superintendency system.

THE Peru Republican starts out for the year 1879 in a new dress. It is now not only one of the best-looking, but one of the best country papers in the State. Geo. I. Reed is the editor.

## INSTITUTES.

**JENNINGS COUNTY.**—The Teachers' Institute of Jennings county met at North Vernon, Dec. 30, 1878. Total enrollment, 107; of whom several are not teaching in this county, or are not actively engaged. Owing to the extreme cold weather, the attendance was unusually small, but the interest was good. Prof. Beattie was present from Tuesday till Friday morning; Prof. Stultz, of Rising Sun, every day except Thursday. Prof. Olcott lectured on Monday evening, and worked in the Institute on Tuesday. Prof. Graham, of Columbus, did good work, and described The Mammoth Cave as he saw it. On the whole, better work for the schools never was done at an institute in this county. The following resolution was adopted:

*Resolved*, That it is the sense of the teachers of Jennings county, in the Institute assembled, that all agitation, at present, of the school laws is injurious, and the laws, as they now stand, should be let *severely* alone.

JOHN CARNEY, President.

WILL W. NEWKIRK, Secretary.

**MARSHALL COUNTY.**—The Marshall County Teachers' Institute convened at Plymouth, Dec. 23, Sup't Bailey presiding. Total enrollment, 125; average daily attendance, 75; present the last day, 105. It was ably managed by Sup't Bailey, who had the gratification of seeing one of the best and finest institutes ever held in the county. The work was conducted principally by home teachers, with the exception of W. A. Bell, of Indianapolis, who gave his "Familiar Talks," in his usual felicitous manner. His lecture on the Darwinian Theory as applied to education, furnished much food for thought. W. A. Hosmer, superintendent of Laporte county, was with us one day, and gave an instructive "Talk" on "Civil Government." G. P. Brown, ex-sup't of Indianapolis schools, gave a series of Reading and Composition lessons which were highly appreciated. Prof. L. S. Thompson, of Purdue University, gave us a series of lessons in Drawing, which were "rich, rare, and racy." Mr. Thompson is an expert in that particular branch of education. The work done in the institute was thorough, instructive, and practical. The home teachers acquitted themselves well, in the work assigned them. To sum it up, the work of the institute comprised lectures, talk, illustrations, and discussions, on the most practical subjects. At the close of the institute, Hon. G. A. Netherton, one of Marshall county's best teachers, in behalf of the teachers of Marshall county, presented Sup't W. E. Bailey with a superb "Office Set," after which the Institute adjourned with many regrets at having to part so soon, for all felt that it was good to be there. Those who failed to attend lost instruction which would have been to them invaluable.

J. F. LANGINBAUGH, Secretary.

**JOHNSON COUNTY.**—The Johnson County Teachers' Institute was held at Franklin, Ind., from Dec. 23 to 27, inclusive. Ninety teachers were enrolled.

The Address of Welcome was delivered by Judge D. D. Banta, of Franklin, and was responded to by Prof. E. P. Cole. Instruction in Political Economy was given by W. T. Stott, D. D.; in Reading by Mrs. R. M. Johnson and Miss Alice Palmer; in Grammar, by D. T. Praigg; in Physiology, by J. R. Clemmer; in Geography, by J. H. England; in Penmanship, by Miss Mattie Spotts; and in Arithmetic, by G. C. Hubbard: these instructors all being residents of the county. State Sup't Smart was present one day, and delivered a lecture on "Observations Abroad." Others who delivered lectures, or read papers before the Institute, were W. A. Bell, J. M. Olcott, and A. C. Shortridge, of Indianapolis; W. H. Fertich, of Muncie, Ind.; Dr. Morgan, of Chicago, and Miss Alice Palmer, Miss Alice Farley, Prof. E. P. Cole, Prof. W. B. Wilson, Scott Morris, and U. M. Chaille, of this county. The work throughout was practical, and there is no doubt but that the remainder of the present school year will be much more profitable by reason of this institute.

J. H. MARTIN, Co. Sup't.

**LAKE COUNTY.**—The Lake County Institute opened in Crown Point Dec. 30. The enrollment the first day was 103, and the total enrollment reached 141. The average attendance was over 100. The principal instructors were James H. Smart, W. H. Fertich, R. G. Boone, Harry G. Wilson, and W. A. Bell. Public lectures, which were well attended by both teachers and citizens, were given by Messrs. Smart, Bell, and Fertich. Each lecture was followed by a "social." One of the instructors, who had visited a large number of institutes this season, said that he had attended none to excel this in interest and attention, and none to equal it in promptness of attendance. The new sup't, W. W. Cheshire, is wide awake and determined to make a success of whatever he undertakes. The schools must improve under his management. J. H. Ball was sec'y.

**DISTRICT CONVENTION OF COUNTY SUPERINTENDENTS.**—The Superintendents of Central Eastern District of Indiana met in Connersville, Dec. 23-4, 1878. The meeting was organized by electing Sup't Crist, of Union county, President, and Sup't Blount, of Rush county, Secretary. The regular programme was then taken up, and the question, "How to enlist township trustees in school work," was discussed. Free discussion was indulged in with regard to paying teachers for time spent at township institutes, and also as to allowing teachers the legal holidays. "How to treat rejected applicants for licenses," was next considered at some length. The question of "Monthly reports to county superintendents, also to parents," was discussed. It was decided that such reports are invaluable as aids in furthering the work, also as incentives to punctual attendance. After the regular programme, the meeting entered into a promiscuous consideration of matters pertaining to county superintendents' work. Supt't J. B. Blount, of Rush county, was constituted a committee on programme for next meeting. Convention then adjourned to meet early in March, 1879. Much earnestness and enthusiasm in school work was manifested, and the reports from members present show the schools in excellent condition, and gradually advancing in interest and efficacy. If

any state can have a just pride in her system of education, that state is Indiana. The time is very near when none other can inscribe her banner as can she, "The largest school fund, the best school government, and the most effectual organization, together with the deepest interest in educational matters of any state in the Union." Any effort to tamper with her school system should be speedily rebuked by all honest and upright citizens.

J. B. BLOUNT, Secretary.

COLUMBUS.—The public schools of this city, under the superintendence of A. H. Graham, are in a healthy condition with teachers all hard at work with good results. The November report shows an enrollment of 780. Average number belonging, 679; per cent of attendance, 92½. A beautiful ward school building of four rooms, with all the modern improvements, was erected last year. This is a good showing.

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The Business Report for 1878 will not be ready for distribution before the middle of February. The quota for each county will be sent to the County Superintendent thereof. Persons desiring copies of the Report must apply to the County Superintendent.

JAS. H. SMART,  
Superintendent of Public Instruction.

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HENDRICKS COUNTY.—Sup't Dobson has visited all his schools once, and is now on his second round. We heartily commend Mr. Dobson's plan of seeing *all* the schools early. Two short visits are worth five times as much as one long one. A single visit, especially if it comes near the close of the school, is worth but little.

BARTHOLOMEW COUNTY.—Notwithstanding the fact that Sup't Wallace was sick most of the fall, the schools of this county are reported in excellent condition. The township institutes have been well attended. Three brick school houses have been erected during the past year, two of them two-stories, making a total of 53 brick school houses in the county. What county can beat that?

EXHIBIT AT COUNTY FAIRS.—We are glad to note that such a large number of superintendents are making preparations for the exhibit of school work at county fairs. The same preparation will make good material for the State Fair next fall.

ELKHART.—Enrollment to Jan. 10, 1,816; average belonging, 1,151; average attendance, 1,090, average tardiness each half-day, 3.8; per cent of attendance, 94.7. M. A. Barnett is still superintendent.

THE editor of the Winchester Journal recently made the tour of the Winchester schools, and makes a discriminating report, not all praise, not all fault-finding. The summing-up is very favorable to the schools; much to praise, little to condemn. E. H. Butler is the sup't.

QUERIES.—I notice in the "Rules for Examination," at the head of each list of questions, the following:

(a) "That during the examination, all maps, globes or other aids, be carefully removed from the observation of the candidates."

(b) Also, "All books and papers should be carefully moved from the desks when the candidates are examined."

In the above—

1. Does not (a) include (b)?
2. Why use "removed" in (a) and "moved" in (b)?
3. Why *carefully* removed or *carefully* moved? Is there any danger of injuring the articles by a *careless* removing or moving?
4. Why not place a comma after "globes" in (a)?

I notice in a late list of questions the following expression: "Which had he better take?" This is ungrammatical. Would such an expression be given to the candidate to parse or analyze?

I offer the above because I think our lists of rules and questions should be free from *all* errors, even *questionable* ones.

W. F. L. SANDERS.

Mr. Bell—Please parse the italicised words in the following sentences:

1. He said *that that that* was a *nuisance*.
2. He said *that that* he was *John*.

The first *that*, in each sentence, is a conjunction, connecting clauses; the second *that*, in each sentence, is an adjective; the third *that*, in the first sentence and *he* in the second, are nouns used as subjects; *nuisance*, in the first sentence, and *John*, in the second, are nouns used as predicate nominatives.

It was not surely very wise to begin *in that manner*. Are the italicised words an adjective or an adverbial element? An answer, with reasons, is asked.

ANSWERS TO QUERIES IN JAN. No.—If 6 cats in 6 minutes can catch 6 mice, how many cats can catch 100 mice in 100 minutes?

Ans. If 6 cats catch 6 mice in 6 minutes, 6 cats will catch one mouse in one minute; therefore, if 6 cats catch 1 mouse in one minute, 6 cats will catch 100 mice in 100 minutes.

2. A offers to trade horses with B for \$100, and B offers to trade with A for \$80. They split the difference and trade; what is the difference, and what does B pay A?

Ans. The difference between the two men is \$180. If they split the difference, each man makes a sacrifice of one-half the difference, which is \$65. Consequently B loses the \$80 he asks to ~~boot~~ boot, and enough cash to make it \$65.  $65 - 80 = -\$15$ , amount B paid A.

Both solutions by D. Lough, Jr., Kewanna, Ind.

Correct answers were received to one or both the above from D. J. Martin, N. D. Wolford, Emma Weaver, Alice Miller, Geo. Williams J. H. Roe. Several teachers submitted these problems to their arithmetic classes. Excellent idea.

THE Department of Superintendence of the National Teachers' Association will hold a special meeting in Washington City, the first week in Feb. A large number of important topics will be considered.

THE fight over the state superintendency in Kentucky seems to be waxing warm. The present incumbent, H. A. M. Henderson, is a candidate for the nomination, which takes place next May, and is reported to have the "inside track." Thirteen other persons have signified their willingness to sacrifice themselves for the good of the "cause." Prominent among these are M. Kirby, of Henderson, and T. C. H. Vance, editor of the *Eclectic Teacher*.

THE next National Educational Association will meet in Philadelphia. Philadelphia is a good place to meet at that season (Aug.), but we do not quite understand the grounds upon which the original decision to meet at St. Louis was changed.

ON February 25, just one hundred years ago, George Rogers Clarke captured "Post Vincennes." The March number of Potter's *American Monthly* (Philadelphia) will contain a detailed and illustrated history of the affair.

J. H. PATE, superintendent of Ohio county, has issued a circular to his teachers giving instructions how to prepare work for exhibition at their next county fair. Go thou and do likewise.

THE Brookston Academy opened, after the holiday vacation, crowded in every department. A. H. Elwood is the power behind the throne.

THE Wisconsin State University has just lost two of her chief Professors by sudden death, Profs. Carpenter and Nichodemus.

THE National Normal School, at Lebanon, Ohio, has just entered upon its *twenty-fourth* year—prosperous and happy.

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## PERSONAL.

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George A. Chase, Principal of the Louisville Female High School, an old Indiana teacher, has become associate editor of the *Eclectic Teacher*, the only school journal published south of the Ohio river. Dr. Chase's energy, snap, and extensive knowledge of schools will doubtless add materially to the value of the "Teacher." ●

E. O. Vaile, who seven months ago became joint proprietor and chief editor of "*The Educational Weekly*," publishes his valedictory and notice of dissolution of partnership in the issue of January 30, of that paper. The readers of the *Weekly* will regret to know that Mr. Vaile is thus compelled to "bow to circumstances," as the paper has certainly been much improved by his vigorous and trenchant pen.



James G. May, of Salem, is one of the oldest teachers in the state. He taught his first school in Kentucky, in 1823-4. His third school, in 1825, was taught in Washington county, Ind., in which county he has lived and taught most of the time since. He has taught in all 10,062 days, and yet he scorns the idea of being superannuated. In a letter recently received he says, "I am as stout and vigorous now as I was the day the Indiana State Teachers' Association was organized. I have as good use of the pen to-day as I ever had, and I am never sick and never weary." He should prepare a lecture on "How to grow old gracefully."

Daniel Hough, who is more extensively known in central and southern Indiana than any other book agent, and who has a host of friends in every county of this territory, has recently been located by his house at Ann Arbor, with eastern Michigan as his field of labor. He has labored in Indiana so long that he seemed to *belong* here. We regret very much to announce that Mr. Hough's health is very feeble, and that he is not able to do full work.

James I. Hopkins, the elocutionist, is teaching a district school near Reece's Mills, Clinton county. He has two objects in view in this course, 1, to gain rest from public entertainments and changing life; 2, to become more familiar with other branches of learning, and with the details of teaching. The experience will certainly be valuable to him.

It will be observed that Senator Sarnighausen is at the head of the Senate Committee on Education. He held this position two years ago. He made one of the best chairmen we have ever had. The teachers of the state owe him a debt of gratitude for the ability and zeal with which he looked after the school interests. They may expect the school interests will be safe in the hands of his committee.

John B. Dillon, author of the earliest and most reliable history of Indiana, died, at his home in Indianapolis, Jan. 27, 1879. Mr. Dillon was a life-long student—especially a student of "ye olden times," a warm friend of education, and in all regards a christian gentleman.

Alston Ellis, of Hamilton, Ohio, has tendered his resignation of the superintendency of the schools, to take effect March 1, 1879. He enters into the reward of all good school men—he becomes a book agent. He will work for the Harpers, in Ohio.

T. L. Sewell and W. F. Abbott, both graduates of Harvard, are the principals of the Indianapolis Classical School. This school makes a specialty of preparing boys for college. It occupies an independent field, and ought to succeed.

J. W. Barnes, superintendent of Howard county, employed his holiday vacation in getting married. Miss Oma Brandon, of Kokomo, is the fortunate lady. The schools of Howard county will be better supervised in the future.

Miss Emma Whitaker, of Gallion, Ohio, takes a school in Seymour.

Mrs. Sarah Crawford has resigned her position in the Worthington schools to accept a place in the Seymour schools.

Mrs. Eunisia Branaman succeeds Miss Eunisia Bain in the second grade Seymour school. *Miss Bain resigned in favor of Mr. Branaman.* Do you see?

S. G. Hastings has charge of the Decatur schools.

A. Bronson Olcott, in spite of his eighty years, is arranging to hold a "Summer School of Philosophy" at Concord, Mass., next July.

W. M. Morse as principal, and W. A. Sanford as assistant, conduct the "Excelsior Seminary" at Lockport (Riley P. O.), Vigo county.

J. B. Roberts, principal of the Indianapolis high school, made an address before the Illinois Teachers' Association, held in the holidays, on "When should the Higher Education begin?"

J. M. McAfee, formerly of Crown Point, this state, has started a monthly paper in connection with his school at Dolton, Ill.

S. D. Crana, superintendent of Lagrange county, brought his new wife with him to the State Teachers' Association. He said it was the best association he ever attended. Of course.

J. Warren McBrown, superintendent of the Covington schools, was married Dec. 26, 1878, to Miss Dove Watkins, of Crawfordsville. Pres. Tuttle performed the ceremony. The Journal extends congratulations.

Prof. S. S. Hamill, the elocutionist, is now located at 710 W. Monroe street, Chicago.

J. H. Hanley, who was for some years assistant superintendent of the Indianapolis schools, is at work for Harper Brothers, in Ohio.

A. W. Clancy has been appointed superintendent of Delaware county, to fill the unexpired term of O. M. Todd, resigned. A good appointment.

O. A. Somers, for many years one of the leading teachers in Howard county has been recently appointed Postmaster at Kokomo.

Prof. H. W. Wiley, of Purdue University, who went to Europe last spring, has returned and is again at his post of duty.

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## BOOK TABLE.

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THE YOUTH'S COMPENDIUM is the name of a new paper for boys and girls, started Jan., 1879. It is a four-page, four-column paper, devoted chiefly to art, science, and literature, excluding entirely trashy, sensational stories. For this it is to be commended. Published in Philadelphia, by the Economy Publishing Company. Price, 75 cents per year.

THE West Virginia Journal of Education is a new weekly educational paper, published at Morgantown, West Virginia.

THE January number of *The North American Review* contains the following articles:

"The Fishery Award," by Senator Geo. F. Edmonds; "Unpublished Fragments of the 'Little' Period," by Thomas Moore; "Cities as Units in Our Polity," by William R. Martin; "The Preservation of Forests," by Felix L. Oswald; "The 'Solid South,'" by Henry Watterson; "The Pronunciation of the Latin Language," by W. W. Story; "Substance and Shadow in Finance," by George S. Boutwell; "The Cruise of the Florence," by Captain Henry W. Howgate; and "Recent Fiction," by Richard Grant White.

After sixty-three years' existence as a quarterly and bi-monthly, the Review with this number commences life anew by becoming a monthly. This change will produce a much greater degree of timeliness in the treatment of topics, and will add largely to the amount of matter presented in a year. The managers state that they have secured as contributors for the coming year the most eminent statesmen, scholars, *literateurs*, and men of science, on both sides of the Atlantic. The subscription price remains at \$5, and the price per copy is 50 cents.

Published at 551 Broadway, New York, and supplied by booksellers and newsdealers generally.

WORDS AND HOW TO PUT THEM TOGETHER, by Harland H. Ballard, principal of Lenox High School, Boston, Mass., is published by the Appletons. This book belongs to the primer series, and as perhaps its name scarcely conveys an idea of its contents, it must be added that it is a very complete and entertaining work upon *oral grammar*. The author, in the preface, says it is not designed as a rival to any book now in use; it is intended to go before all such, and make their paths straight. A very decided recommendation is that it furnishes so much work for the pupil, and does not require the teacher to spend hours of time out of the school filling out a mere outline. After the child has learned to distinguish the eight parts of speech, he is taught to combine and write compositions. Chapter xix is headed Pin-words. The teacher says: "There is one kind of words which is only good to fasten other words or sentences together. These are like pins and nails which are used simply to fasten articles together." The use of the chief marks of punctuation is also taught. Letter-writing is not neglected either. Several chapters are devoted to this most important branch of composition.

WOODLAND ECHOES, edited by S. W. Straub, and published by Jansen, McClurg, & Co., Chicago, contains a choice collection of vocal music, suitable for the use of public schools, seminaries, academies, and singing classes. It also contains quite a complete and progressive course in music, not suitable, to be sure, for very small children, but one which may easily be comprehended by pupils of grammar grades. A criticism upon the book is that it contains too few songs suitable for the devotional exercises which almost universally precede each day's work in the school room.

**HOW TO PARSE**, by Rev Edwin A. Abbott, D D., Head Master of the City of London School. Boston: Roberts Brothers.

This book is more than its name indicates. It is a very exhaustive and scholarly text-book upon the English language, without the name Grammar. Its title may prove an attraction, for there are few boys and girls who feel much affection for the *subject* of grammar, and less yet for the books containing the bones or mere skeleton. This book contains some innovations which will be approved by scholars generally. Articles and the potential mood are discarded altogether, the former being classed as adjectives, and the latter with the Indicative or Imperative. The Subjunctive mood, as its difficulty requires, has received much attention from the author and will claim much from the student before he digests the fifteen or twenty pages devoted to the subject. Some hints upon punctuation at the close of the book, which are intended for practical use, make the volume quite valuable. Its general appearance, however, is against it. Its pages are crowded, the print is smaller than recommends itself to pupils generally; in short, while it is just a book in appearance a *scholar* would delight to dig into, it is not just such a one as ordinary boys or girls would take up with pleasure, because of its attractions, and then study with delight because of the interest aroused.

**AMES'S COMPENDIUM OF PENMANSHIP.** A. J. Bicknell & Co., New York.

This work is something new, and is one of the most complete of its kind on sale. It contains forty-eight 11x14 inch plates, comprising more than twenty complete alphabets, with numerous artistic designs for memorials, certificates, monograms, cards, and practical examples for flourishing. It not only furnishes a great variety of alphabets and material for the use of penmen, but has arranged that material into many beautiful designs. It is just what those interested in penmanship need, and no penman having seen this work will willingly be without it. For sale by Bowen, Stewart, & Co., Indianapolis.

THE Ann Arbor Publishing Company will soon issue a new book entitled, *First French Reading Lessons*, by Prof. A. Hennequin, of Michigan University.

THE *ENCYCLOPEDIA BRITANICA* is doubtless the best Encyclopedia in the language—it is a library in itself. The "American reprint" is not quite as good in type and execution, but contains all the matter and is *very much cheaper*. For terms, address G. T. Craven & Co., agents, Cincinnati.

THE *FLORAL GUIDE*, published by the great florist, James Vick, of Rochester, New York, is worth many times its cost to one interested in raising flowers. It is a monthly, beautifully illustrated, containing practical advice and directions that can be followed by any one. Send ten cents for a specimen copy.

THE AMERICAN AGRICULTURIST, published by the Orange Judd Co., 245 Broadway, N. Y. Every reader of the Journal should send \$1.50 for this prince of all the agricultural monthlies.

THE COUNTRY GENTLEMAN, Luther Lucker & Son, Albany, N. Y. Price, \$2.50 a year. For a thoughtful farmer, no other weekly Journal can be compared with this.

One of several new features of *The Literary World* (Boston) this year is a series of "Short Studies of American Authors," by Mr. T. W. Higginson. These papers will be both critical and descriptive, but their subjects will not be announced in advance.

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## BUSINESS NOTICES.

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### BEST CHANCE YET OFFERED.

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SPECIAL OFFER.—Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and Mar. 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map.

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**IMPORTANT INFORMATION**, of great value to teachers, will be sent to all who will forward their names and addresses to P. O. Box 2077, Boston, Mass.

**ZELL'S CYCLOPEDIA**.—Agents wanted in every township in the Central and Southern part of the State to canvass for this great work. It is a Cyclopedia complete in a single volume, treating of 85,000 subjects.

G. S. CLINE & MORGAN CARAWAY, Perryville, Ind.

**THE Spring Term** of the State Normal will open March 27. See notice in advertising department.

**THE SCHOOL JOURNAL MAP OF INDIANA** is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

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# INDIANA "SCHOOL JOURNAL."

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No. 8.

## MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION—Concluded.

FT. WAYNE, IND., Jan. 3, 1879.

THIRD DAY—FRIDAY MORNING SESSION—President Bloss in the chair. The Association was opened with prayer by Rev. W. H. McFarland.

The first exercise was by H. B. Brown, principal of the Northern Indiana Normal School, at Valparaiso, on the subject, "What Knowledge is of most worth?" (This paper will be printed in whole or in large part in a future issue of the Journal.)

At the close of this exercise, Miss Vineyard, of Hillsdale, Mich., recited "The Bob-o-Link" and "Johnnie Bartholomew," in a manner that elicited the heartiest applause.

The committee on the nomination of officers for the ensuing year reported the following, which were confirmed by the association:

*For President*—J. T. Merrill, of Lafayette.

*Vice Presidents*—D. S. Kelley, Evansville; Laura Agan, Washington; J. W. Caldwell, Seymour; — Duncle, North Vernon; W. A. Irelan, Burnettsville; Jessie Stitt, Wabash; W. F. Yocum, Fort Wayne.

*Executive Committee*—H. B. Jacobs, New Albany, chairman; J. R. Hall, Cambridge City; J. N. Study, Anderson; H. S. Tarbell, Indianapolis; S. S. Parr, Terre Haute; E. E. Smith, Lafayette; S. D. Crane, Lagrange.

*Secretary*—Annie E. H. Lemon, Spencer.



Geo. P. Brown, ex-superintendent of the Indianapolis schools, now of Toledo, Ohio, next presented a paper on "How can the Public Schools, in all their grades, best be made the means of culture for the pupils." Mr. Brown labored under the embarrassment of having had his valise, containing his manuscript, stolen from him while enroute for the association. The paper read, though hastily written, contained so many good suggestions on so important a subject that it will be hereafter printed in the Journal.

The discussion of Mr. Brown's paper was opened by Miss Carrie B. Sharpe, of Fort Wayne, who, in the course of her paper, made the following points.

The popular idea of a school is a place in which to learn arithmetic, grammar, reading, writing, etc., and the parents of most of the children will not only be satisfied with, but proud of a teacher who will train her pupils to talk off glibly, the explanation of a problem in arithmetic, or the analysis of a sentence in grammar, or to repeat, word for word, page after page of history at a public examination.

On the other hand, whenever teachers are addressed, they are always told that theirs is the most responsible office in the power of man or woman to hold, unless it be that of a minister.

Now, unless the province of the school is wider than to instruct in reading, writing, arithmetic, etc., all this talk is *bosh* and *nonsense*, and the work of any mechanic who teaches a trade to the boy is of equal importance. The growth, both morally and intellectually, of the child is, in a measure at least, put into the teacher's hand. He is to be taught not only the contents of text books, but how to think for himself, and how to apply the knowledge he acquires. He must be taught the principles of truth, honesty, self-reliance, and fearlessness in the path of duty. He is to be taught how to acquire knowledge and to use it for good to himself, his neighbors, his fellow-citizens.

Now comes the question how to accomplish all this. The prime requisite is a cultured teacher. What is a cultured teacher? A cultured teacher must be one whose character shows the fruits of intellectual and moral growth and the cultivation of all good qualities. For intellectual culture there must be a solid foundation of acquired knowledge. Any one who could read, write, and cipher, used to be thought competent to teach. Not so now; the teacher must know more of every branch taught than any text book gives. The truly cultured teacher is one who, possessing intellect and moral strength, is quiet, gentle, self-possessed, self-controlled, never rushing about screaming at this pupil, shaking that one, and threatening another. When we consider that to reason closely, to express clearly and concisely, one's thoughts, will make a stronger man than to be able to quote largely from others, we can easily see how even arithmetic may become a powerful means of culture. When a pupil has mastered a difficult problem in arithmetic so fully that he can write



it out plainly and neatly upon the blackboard, and then follow clearly and correctly the reasoning step by step, he has not only made that problem his, or merely mastered that special subject, but he has gained a strength of mind and thought which will help him to overcome other obstacles, and discover reasons for other things which have hitherto been unfathomable. He has also had a valuable lesson in power of expression.

L. H. Jones, who was appointed to further discuss Mr. Brown's paper, was detained on account of sickness, and Miss Mary L. Thompson, of Fort Wayne, was called upon to read a paper prepared for another occasion, but bearing on this subject. It dealt largely with her own experience in cultivating a love in pupils for good reading. (The paper will be printed in the Journal.)

W. A. Bell continued the discussion by urging the value of well conducted literary societies and reading clubs, as a means of culture.

He said, children read enough; but they do not read that which does them the most good. And the problem of the teacher is, How shall we induce them to read with such profit? Most teachers have some kind of elocutionary exercises connected with their schools. They frequently have societies organized that meet at night, or have a reading circle. These, as usually conducted, are of a promiscuous character; each one generally selects his own topic. The evening may be spent pleasantly in this way, but such a variety of subjects has a tendency to dissipate, and when through, there is nothing carried away. It is like reading a column of "wit and wisdom" in a newspaper. Each item may be interesting, but when you lay the paper aside you remember nothing. He thought that centering the mind for the hour upon one subject or one author, much more profitable literary work.

He had been for some years connected with a literary club whose habit was to spend an entire evening or several evenings on one author. Each member had some particular feature of the subject assigned, and was expected to have something especially prepared. After the appointed exercises, general conversations on the subject ensued.

The report of the committee on Reform in Spelling was then presented by H. S. McRae.

The committee on Spelling Reform recommends for adoption the resolution passed by the Chicago Board of Education, which is as follows:

*Resolved*, That the irregular spelling of the English language is a serious hindrance in learning to read and write, and is one cause of the alarming illiteracy in our country; that it occupies much time in our schools that is needed for other study; and that it is desirable to request our Legislatures,

State and National, to appoint commissioners to investigate this matter, and report what measures, if any, can be taken to simplify our spelling.

And your committee further recommends that a committee of three be appointed to co-operate with committees appointed by other bodies upon the same subject.

A lively discussion followed, in which H. S. McRae, of Muncie, Col. H. B. Carrington, of Crawfordsville, E. O. Vail, editor of *The Chicago Weekly*, and others, favored the adoption of the report; and Pres. E. E. White and Prof. E. E. Smith, of Purdue University, Hon. A. P. Edgerton, and others opposed, resulted in rejecting the report by a small majority, many present not voting at all.

AFTERNOON SESSION.—The first exercise was a paper by J. C. Macpherson, superintendent of Wayne county, on "How can the country schools be graded to the best advantage of the pupils." (For the special consideration of county superintendents, the paper will be printed in full in the Journal.)

The discussion on this subject, which was to have been led by W. B. Chrisler, of Bedford, editor of the *Teacher*, was, owing to Mr. Chrisler's absence, conducted by Sup't Wilson, of Cass county, who read the paper prepared by Mr. Chrisler. It was brief, and was rather sharply criticised by the gentleman who read it.

Cyrus Cline, in the further discussion of this subject, read a paper in which he said:

"The question, 'Can the district schools be graded?' is no longer debatable." He argued that the subject should not be discussed from a theoretical or metaphysical standpoint, but the question with every superintendent should be how to conduct the ungraded schools in his county so as to yield the largest possible return for the time and money spent. He plead for moderation in the introduction of text-books and in the establishment of grades. He who attempts to adopt a grade, change books, and put the course into the schools in the country at the same time, universally meets with a complete failure. He objected to over taxing teachers by requiring useless reports and by the introduction of the higher branches into the country schools. He objected to too much system. "The aggregate schooling of a child in the country does not amount to more than four solid years' work. If we attempt to particularize too much and lose sight of a proper generalization by driving the pupil's work into eight or nine years or grades, we lose the force of the course of study. \* \* \* We cannot but believe that a proper grade meets the greatest want now existing in the country schools."

President E. E. White, of Purdue University, then delivered an address. Subject, "To what extent can Industrial Technology be taught in our public schools?" (The School Journal will give this address in full.)

The debate upon Dr. White's paper was opened by H. S. Tarbell, superintendent of the public schools of Indianapolis.

The following is an abstract of his remarks:

He commended the paper read as able, elegant, and conservative, and said he agreed very fully with the positions taken, except that he would express more strongly the need and feasibility of industrial education. The public schools should supply the educational needs of the public and bring the greatest possible returns to the state which supports them. The present current of opposition to these schools indicates that they are not now so fully as formerly meeting the demands of the age. The great majority of men must labor with the hands. Manual labor should be made honorable. This can be done only by uniting brain labor with it. Such a union will elevate labor to the dignity of thought. The man who makes a fine bookcase is more worthy of honor than he who writes a poor book. This union of labor of mind and brain will connect more closely the home life with the school life, the instructions of the school room with the demands of business. Our courses of study should be modified from the standpoint of the farm, the counter, and the shop.

It will not do to limit the schools to the designs of their founders. We amend constitutions—why not school systems? New ideas of the purpose of schools are needed before we get their full benefit.

We need some system that will furnish the hand and the eye training which lie at the foundation of many industrial operations, the simplest forms of mechanical and domestic industries.

This work must begin in the cities, and will require time for its development. Experiments must be made, theories tested, teachers trained, and public sentiment formed. The want must be special before it is general, and should not extend to the teaching of trades.

We talk about the "new education." There is a newer. It will begin in the Kindergarten, continue with elementary science and sense training through the grammar of the industries. Move from the Kindergarten up and from the technical school down until the two moving lines meet, and physical manipulation be made a part of the work of every grade.

Prof. L. S. Thompson, of Purdue University, continued this subject in a ten-minute paper, making the following points:

This question has been proposed for discussion that we might determine, to some extent at least, how the hand skill, necessary in the mechanic arts, may be taught in our public schools.

Of some things I am fully convinced: The future mechanic, or hand laborer of any kind, must have two things—cultivation of mind and skill of manipulation. The order of obtaining these two essentials may be as follows: First, he may obtain his intellectual education and culture first, and learn his trade afterwards; second, he may learn his trade first and obtain his intellectual training afterwards; third, he may carry the two along together.

If he follow the first order, and follow our present course of study and *methods* of teaching, he is likely to be educated away from his trade entirely, or when he has finished his school education he is too old to reach the highest skill in hand processes. We believe, then, that the best interests of the laborer, in whatever department, require that he should carry on his intellectual and manual education simultaneously.

If we study our probable future destiny as a nation, we shall be convinced that no people in the world ought to be so thoroughly educated. Gladstone, the foremost statesman of England, says that the census of 1880 will probably show that the United States is the wealthiest nation in the world. He also says that the United States are about to wrest from Great Britain the title of being the world's workshop. If we study the geographical situation and the geographical extent of our country, its resources in raw material and the ingenuity of its people in mechanical invention, we shall see that the world's markets are within our grasp at no far distant day.

How may this technical tendency be given instead of a literary direction to our teaching? First, we should stop telling the boys that they are to become clerks, lawyers, doctors, preachers, judges, governors, congressmen, presidents, etc. Let them understand that these places are over-crowded now, and that the great majority of them, whether rich or poor, willing or unwilling, must earn their bread with their hands, guided by their brains.

In teaching spelling, we may save time by teaching only such words as the pupils can and will use intelligently. Reading should be taught for its practical use in enabling the pupils to interpret the thought symbolized on the printed page rather than the elocutionary display. Penmanship should be taught by means of free movements, so that the pupil may be a rapid business writer before leaving school, and not required to spend the writing hour in the mere imitation of copies with a slow finger movement. In arithmetic we may make it practical, and yet save much time by leaving out, in an elementary course, such things as "casting out the mines," "arbitration of exchange," "circulates, or repetends," "finding the true remainder," etc. Instead of so much technical grammar, let us teach composition and the practical use of language. By improving our methods in what we teach, and by leaving out the comparatively useless, abundant time can be gained in our common schools to teach the *elements* of many of the natural sciences and drawing. The skill of hand gained in drawing will be of value in all vocations in life.

J. C. Chilton then moved "that the Executive Committee be instructed to organize a Scientific Section of the Association

for the purpose of discussing such questions as pertain to the teaching of the elements of science."

The motion was carried.

The Committee on resolutions then reported as follows:

*Resolved*, 1. That our school system is a good one in itself, and that under it, as at present organized, the most desirable results are possible; that if there are defects connected with our schools, they are defects of administration, and, therefore, cannot be cured by additional legislation, and that what is needed is to strengthen the system by giving it permanency, and not to weaken it by any experiment which interferes with the most vital trusts committed to the care of the people's representatives.

2. That we regard the maintenance of a public library within each school corporation as vital to the growth of the highest intelligence among the people.

3. That this Association gratefully acknowledges all aid hitherto rendered to our schools by the public press, and respectfully suggests to all managers of newspapers the propriety of devoting some space in their columns to educational interests, to the end that the people may be informed as to the operations and wants of their public schools.

4. That we tender our thanks to the superintendent and school board of the city of Fort Wayne for their courtesy in providing us a suitable hall for the meeting of this Association.

J. A. ZELLER,  
H. S. McREA,  
J. C. MACPHERSON,  
W. A. IRELAN,  
W. A. BELL.

These resolutions were unanimously adopted, and no further business appearing, the Association joined in singing the long metre doxology. The benediction was pronounced by Rev. C. C. Tate, and the Association adjourned to meet next time at Indianapolis.

J. M. BLOSS, President.

ANNIE E. H. LEMON, Sec'y.

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#### ROLL OF MEMBERS

Attending the 25th annual session of the Indiana State Teachers' Association at Fort Wayne, Jan. 1-3, 1879.

Adams County—S. G. Hastings, G. W. Luckey, Annie Christen, Decatur.

Allen County—John S. Irwin, Edward Rubin, O. S. Morgan, Carl Schwarz, A. P. Edgerton, Sarah Updegraff, S. Hoagland, Martha A. Jones, Caroline

Schlatter, Z. E. McLain, Ada E. Remmel, Lida F. Embrey, Mabel E. Hill, J. L. Humphrey, W. F. Yocum, Mattie Woolsey, Mary Irwin, Emma Stanley, Charles R. Dryer, Isabella Campbell, Marietta M. Lewis, Laura A. Kunball, Addis Albro, M. S. Cochrane, Mary A. Abel, Caroline Vandermark, Emma L. Armstrong, Helen Brenton, Carrie B. Sharp, M. Ella Orff, Mary L. Thompson, Jennie Bowman, Mary A. Humphrey, Agnes Dykes, Margaret M. McPhail, Annie A. Kinnaid, Temple H. Dunn, N. Virginia Embry, John L. Tyler, Ellen McKeag, John Jacob Weber, Susan Howey, Ellen A. Fairbank, Lizzie Wellinger, Ida D. Beals, Clara Phelps, Ellen M. Babcock, Sarah M. McDonald, Louise E. Strong, Agnes Cannan, Lottie Harper, Agnes J. Cochrane, Agnes Newell, Cornelia F. O'Conner, Esther Myerson, Mary C. Harter, Frank Hamilton, Mrs. D. B. Wells, Margaret A. Wade, S. B. Fowler, Jennie A. McPhail, Ella C. Kirtland, Catharine Freeman, Wilbur F. Heath, M. Lizzie Hammond, Flora E. Weed, Emma Brucbach, Eugenia Munger, Annie M. Payne, Hannah Evry, M. B. McDonald, Susan S. Sinclair, Mary S. Waldo, Clara A. Bowen, Zilla Burkholder, Mary E. Freeman, Emma Schlatter, M. Belle Clark, Marion H. Brenton, Josephine Strong, Anna L. Dillon, Jennie Wood, Anna A. Lowry, Charlotte A. Smyser, Fort Wayne.

Blackford County—M. L. Moody and Mrs. L. M. Moody, Hartford City.

Carroll County—D. D. Blakeman, Bailey Martin, Delphi; B. W. Evermann, Camden; William De. M. Hooper, Pittsburgh; Joe Studebaker, Deer Creek.

Cass County—Harry G. Wilson, E. D. Thorp, Logansport.

Clark County—F. E. Anderson, Sellersburg.

Daviess County—D. E. Hunter, W. J. Stabler, Laura Agan, Washington.

DeKalb County—Lida A. Powers, M. Seiler, L. Daniels, Auburn; James A. Barns, Waterloo; C. A. Fyke, Butler; Myra K. Zeigler, Garrett.

Delaware County—Hamilton S. McRae, Emma Mont. McRae, Mary A. Young, A. W. Clancy, Muncie.

Elkhart County—A. Blunt, D. Moury, Emma R. Chandler, Goshen; C. M. Van Cleve, Elkhart.

Floyd County—H. B. Jacobs, J. T. Smith, New Albany.

Franklin County—J. E. Morton, Brookville.

Grant County—T. D. Tharp, William Russell, Mrs. Bina Russell, Marion.

Greene County—Sallie Crawford, Worthington.

Hendricks County—Frank F. Prigg, Danville; James B. Ragan, North Salem.

Henry County—Clarkson Davis, Timothy Wilson, Spiceland.

Huntington County—James Baldwin, Josie H. Roberts, Eliza A. Collins, Mary L. Clark, Alma Hoeman, Eva M. Pitts, Allen Moore, Miss E. A. Collins, Lotta Hurd, S. C. Mason, Huntington.

Jackson County—John W. Caldwell, M. A. Clifton, John A. Winters, Seymour.

Jay County—Sallie G. Votaw, Elma Votaw, Winchester; Florence A. Potter, Emma F. Johnson, S. E. Spear, Portland.

Johnson County—Amelia W. Platter, Franklin.

Knox County—Ray Piety, Vincennes.

Kosciusko County—Florence Howman, Warsaw.

Lagrange County—S. D. Crane, Mrs. E. L. Crane, M. R. McClaskey, A. D. Mohler, Lagrange; Orcena Randolph, Neilie Smalley, Lima.

Laporte County—L. B. Swift, Laporte; S. E. Miller, Michigan City; L. H. Hoadley, Haskell.

Lawrence County—Bruce Carr, Bedford.

Marion County—W. A. Bell, H. S. Tarbell, J. J. Mills, Isaac Roose, A. C. Shortridge, M. R. Barnard, J. M. Olcott, J. H. Smart, Indianapolis.

Madison County—J. N. Study, Anderson.

Miami County—George G. Manning, Peru.

Montgomery County—Col. Henry B. Carrington, W. T. Fry, L. A. Dimon, Crawfordsville.

Newton County—A. L. Edwards, Brook.

Noble County—S. McK. Smith, Jennie H. Goodwin, Mrs. Mary L. Glenn, George P. Glenn, Kendallville; M. C. Skinner, Lottie Neff, Albion.

Orange County—J. C. Chilton, Orleans.

Owen County—Samuel Lilly, Gosport; Annie E. H. Lemon, Spencer.

Porter County—H. B. Brown, Valparaiso.

Randolph County—E. H. Butler, Winchester; A. L. Nichols, Lynn.

Tippecanoe County—E. E. White, J. T. Merrill, E. E. Smith, Olivia T. Alderman, F. E. Hanson, L. S. Thompson, Susie C. Enfield, Lafayette.

Vanderburgh County—John M. Bloss, J. A. Zeller, D. S. Kelly, Evansville.

Vigo County—S. S. Parr, Leora Boyer, Terre Haute.

Wabash County—Jas. N. Ewing, Levi Beers, Jessie J. Hitt, Maggie Robertson, Grace Ellis, Wabash; M. R. McClaskey, Antioch; Willis B. Stewart, F. C. Stewart, La Fontaine.

Wayne County—J. P. Macpherson, Evan L. Thomas, Lauretta Ballard, Lida J. Iliff, Richmond; James R. Hall, Cambridge City; Mattie J. Binford, Fountain City; Wm. W. White, Dublin.

White County—W. Irelan, Burnett's Creek.

From other States—E. O. Vaile, Cook county, Ill.; Geo. P. Brown, Toledo, Ohio; J. B. Angel, B. E. Nichols, Ann Arbor, Michigan; Cyrus Smith, Jackson, Michigan.

Total enrolled, 213. Counties represented, 41.

ERRORS.—Errors or omissions may be corrected on the Roll by addressing D. E. HUNTER, *Washington, Ind.* There were many in attendance that did not enroll. One county is known to have enrolled less than one-third of its attendance. The total enrollment should not have been less than 300.

D. E. HUNTER, Permanent Sec'y.

## REFLEX INFLUENCE OF TEACHING.\*

EVERY man's vocation leaves its emphatic and permanent influence upon him. There is not one of us here to-night who is not a different man intellectually, morally, and even physically, from what he would have been if he had followed some other pursuit than that to which he has given his life. This is a fact, perhaps, not always sufficiently considered in choosing a profession. It is a duty to one's self that one should consider the probable effect of his pursuit upon his own character and development, because every pursuit affords advantageous and disadvantageous influences. The legal profession, for instance. Every lawyer of experience will admit that there is some danger of his becoming a special pleader. The duty of constantly saying all that can be said for his client, tempts him to lose something of that impartiality of mind which we consider belongs to the highest type of man. On the other hand, from being called upon to advocate this side of a question to-day, and to-morrow that, the lawyer almost of necessity comes to have a certain breadth of view, and a power of looking all around a subject, which is one of the very highest intellectual gifts. A man who is unable to see more than one side of a question, is in danger of becoming a fanatic or a fool, and there is not much to choose between them.

The physician is thought by many to be driven by his practice to a certain dullness of sensibility to physical suffering, and to materialistic beliefs in philosophy. While it leads almost necessarily to a cultivated and truly scientific turn of mind, the practice of medicine gives many instances of self-denying devotion to the needs of the suffering poor. One of the most charming titles of the Lord and Master is that of "The Good Physician."

In the clerical profession there is a peril contrary to that of the legal. The minister, having no one to call him to account, is apt to fall into the habit of making sweeping and unguarded statements. Not that all ministers are lacking in caution.

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\*Abstract of an address by JAMES B. ANGELL, President of Michigan University, delivered before the State Teacher's Association.



Sometimes the fear of this carries them to the other extreme; as in the case of a clergyman who was called upon to lead in prayer at the ordination of one of his pupils. While offering his petitions he was led to fall into the supplication that the Lord would make his servant to shine as a star of the first magnitude, but remembering the inferior intellectual capacity and attainments of his pupil, he asked that the Lord would make him "a star of *considerable* magnitude."

We need spend but a few moments with men of each of these professions to find out to which they belong. And so of every profession. Do what we will, go where we may, "our speech bewrayeth us," as did that of Simon Peter. We are living epistles, read and known of all men.

I will attempt to set forth some of the disadvantages and some of the advantages in our profession.

The first disadvantageous influence to which I refer, is the temptation to limit our development and attainments to the amount required for our every day work. We are all naturally lazy. We do not like to do more work than is necessary to appear respectable. If we have but a single branch to teach, the danger is that we confine ourselves to that particular thing. If we have many, we may become dabblers in many things, and proficient in nothing. If I were selecting a teacher I should not ask what are his present attainments, but has he a capacity or talent for *growth*.

Another danger is that of falling into ruts in our every day life. We have to teach a thing over and over again, and we lose something of the freshness and elasticity of our early work. There are many people teaching who are not as good teachers as they were ten years ago; they have lost the zest of their earlier teaching, and nothing can compensate for that loss. As every day breaks upon us as a fresh creation from the hand of God, bringing new glory and brightness, so the every day work in the school room should not be a monotonous repetition of the preceding one, but should bring with it new life; and it should be known that we have lain down and slept, and awaked with the stir of a new day in our blood, and that there is not a machine, but a living man or woman at the head of the school.

Another danger is that of being led to cherish an undue opinion of our own attainments or talents; this is what the out-

posed he was going to meet his doom; but the professor proved to be a sensible one. Instead of reporting him to the faculty, he said to the young man, "You seem to have a gift for art; it does not appear that in the college course you have a gift for anything else. Do not waste your time in college, but go to Europe and study art." The young man took his advice and became a successful artist.

I have spoken of the danger of an undue estimate of our calling. Any well-balanced teacher must learn modesty. One who is compelled to see how short time is for all his opportunities, must learn to put a just estimate upon it. How the simplest questions of our youngest pupils often sound the shallow depths of our knowledge. The longer a man teaches, the more he regrets that he is not equal to the opportunities God has placed within his reach. I think it is, as a general rule, only the inexperienced teacher who is confident of the infallibility of his methods of teaching; the true teacher who has taught long enough to acquire a just confidence, yet a just modesty with regard to his short comings, is the one who is learning day by day, and enlarging for his work. When the day comes that the teacher is done learning, that is the day when he ought to stop teaching. One motto we ought to have is that of a learned German professor, "I grow old, always learning."

Another advantage of our calling is, that it strengthens some of the most charming virtues of our character. For instance, a wise patience. I mean that which waits for results, which looks beyond temporary disappointment to a fruitage of twenty, fifty, or a hundred fold, sure to come at last. We who are constantly in contact with the young, winning their sympathies at their tenderest and loveliest state, are constantly keeping the fountains of our own sympathy welling and overflowing. I call this one of the greatest blessings of our calling. I think it helps to keep us young. I have seen many aged teachers, but hardly ever an old one. I have seen the memories of childhood dancing in their eyes, and the music of childhood ringing in their hearts. This is the teacher's great reward. To be constantly associated with youth is the true elixir of life, the true fountain of youth. He will not consider their bagatelles and escapades as unpardonable sins. No, no. He knows they will come safe and sound through them, as through the measles,

chicken pox, and all other childish diseases. I call it a great source of power in any man to keep this in his heart. It leads us to circumspectness in our lives. We are constantly reminded that even our unconscious acts leave an invisible impression upon the children who are about us. I think, perhaps, this is one reason why the character of the teacher is so high. For I submit to you the question whether in these days of dreadful lapses among all classes of men almost, the metropolitan journals that drag their dirty net through every den of vice, have placed many names of teachers upon their dreadful bulletin of shame. When it is asked whether we teach morals in school—yes; if not in words, in the beautiful character of the men and women standing in the school houses all over the land.

It is unquestionably true that most children are not subject to an atmosphere as friendly to cultivation, truthfulness, and respect to the rights of others, as when seated within the walls of the school. We must recognize the fact that we owe it to the presence of the children themselves. Their upturned faces are constantly pleading to us to live lives of purity.

Finally, I think that our profession has this advantage also, that it induces and enables us to come into fresh sympathy with active life, and to train these pupils with that spirit also. We are to prepare them to seize with a firm and vigorous hand the active responsibilities and duties of life. But we must see that while many of them have advantages which were denied to their fathers and mothers, we do not train them out of the strength and vigor of their parents. Through many years of arduous toil they produced these beautiful farms which we see about us; every ringing blow of the ax lending vigor not only to their muscles but also to their character. Not one whit less heroic were those brave women, struggling and often seeing their children struggle against the malarial poison arising from every stream; they discharged every duty, and bore every burden, and filled those homes with sunshine and cheerfulness. It is not your vast resources that have made Indiana what she is. What were all these without the efforts of this noble race of men? Better to have made character than to have dotted these prairies with Chicagos, or to be the Garden spot of the World.

## THE PHILOSOPHY OF THE KINDERGARTEN.\*

A

ALICE CHAPIN..

THE study of human development is the culmination of all science, and is entered only by the mature, often late in life who have hitherto studied the full grown man as he appears in civilized life, and our system of education is founded on the supposed needs of the adult as educed by a study of their peculiarities.

The Philosophy of the Kindergarten, however, sprang not more from the wonderful intellect than from the tender, bruised heart of Frederic Froebel; it was the outgrowth of his own life, its sorrows and failures.

Misunderstood and harshly treated as a child, he was not embittered, but retained, through a long life, such keen sympathy with childhood as to keep him, even when an old man, a child at heart.

When his school life was finished he determined to be a teacher, and took a class of large boys; but found them dull of comprehension, sluggish in intellect, the eagerness of childhood gone, the moral faculties comparatively dormant, and, after trying, concluded that he could not make his clear headed, large hearted, pure souled men from these. He tried younger grades and found the same evil in different degrees. Everywhere he found a knowledge of words rather than things; of precepts, rather than truths. He found *knowing* and *doing* so widely separated that knowledge, so far from benefiting the race, often made its possessor discontented by giving an ideal far beyond hope of attainment, and while machinery was crowding unskilled labor to the wall, the education of the schools was doing nothing to produce skilled labor. He found no moral education worthy of the name, to correspond with the intellectual in which the laws of moral development are applied to produce certain results, and feeling from his own life that the science of education was in its infancy, he devoted himself to its study.

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\* The substance of a talk given before the Social Science Association of Indiana, at the November meeting, by Miss Alice Chapin, Principal of the Indianapolis Kindergarten.

As in all other sciences, the beginning gives the key to the whole, so he studied the first dawning of conscious life in the babe, the instinctive action of the child, and the response of the mother prompted by instinct and love. For a long time he got no clue to the irregular, often seemingly contradictory instincts, and only late in life did he find the key to the mystery.

Since every child is the child of the race, it must be also a type of the race; it must have talent within itself, all the tendencies that have been manifested in the race,—in any member of it. Men were otherwise a succession of new creations. It will develop in the same order that the race has, and its life before it reaches maturity will be an epitome of that of the race; it will pass through, in the first twenty years of its life, what the race has passed through in as many centuries, and the key to its instructive tendencies will be found in the known development of the race.

Its perfection in manhood will depend on these instincts being guided to their highest manifestation.

In the child as in the race each instinct is God-given, and needed for the perfect man, and that only is an education which develops each to the end for which it was implanted.

What universally gives pleasure to children subserves some wise end in their being, and play is the universal manifestation, in childhood, of the instincts of the race. But the child can no more fully develop itself through play, unaided, than later it can develop its intellect.

Its first play is with the hands and feet; it is taking possession of its body; it handles everything, for skill with the hands is what first raised man above the brutes, and what through life will be of the greatest value to him in earning his bread. But unaided, it will not learn accuracy and delicacy of touch, that shall later make the skilled worker, the artist.

The tendency to constant motion is necessary for its physical growth, but even if unfettered by clothes it will not be able, unaided, to exercise all its muscles so as to gain perfect symmetry.

At first, mere motion satisfies the child; it will run all day like a colt or dog. Watch the energy shown by a child in learning to creep, to walk, or jump in its nurse's arms.

Soon, to satisfy the child, motion must be a means to some

further end; it must progress along the line the race have trod, through those instinctive actions we call play, which form the best possible training for the senses. All impressions, all knowledge, comes to us through the senses, and who knows to what perfection they might arise if properly trained at the formative period of life! To prevent the mind from becoming muddled by confused impressions of things, so that it will consent to being fed on words instead of thoughts, the child must be surrounded by a few simple objects which it can handle, and about which it should be encouraged to talk till it understands their properties. The child desires to touch, to comprehend the exterior,—to break, to comprehend the interior,—to reconstruct, to create, and its toys should satisfy the three demands.

Unaided, the child is not expected to master the great world of knowledge bound up in books, but is given the alphabet and simple combinations. But, in the vast world of matter, things crowd upon him, and he has no clue to their order. He needs an alphabet of form that shall unlock the mysteries of nature. Instruction, and the obtaining of knowledge, are a small part of education, which really means the development of all one's powers.

Froebel closely connected the use of the hands with the acquirement of knowledge. Both, because that education is best for all men which fits them for work, upon which the bread of the poor depends, and which renders the rich independent of their wealth, and because clear ideas come slowly through the senses from concrete things.

Since all thinking is by comparison, or a connection of opposites, the child must have objects to be compared that are unlike each other, but each forming a part of a closely connected series. The child with his play things will try to do what the race have done of necessity. It will dig in the ground, and build houses; its play will be a microcosm of the labors of the race.

Moral growth, like intellectual, comes from exercise of the moral faculties, and this involves *freedom*, since, only, when one voluntarily chooses the right is there moral action. Only when the child without pressure from without chooses the right, feeling full power to choose the wrong, has it accomplished a moral victory. Froebel learned with humility from mothers, and at first felt that they alone of all the world could be entrusted with

the early training of children; but finding, on studying their lives, that after the first three years the mother cannot devote herself wholly to her child, finding, too, that the child often longs for the society of its equal, and that it is often better for the mother and child to be apart for a little while each day, to relieve the strain on her nerves, that she might be calm and strong the rest of the time; and finding that it would be long before mothers generally would even study the science of human growth, he wished to place children where the conditions he thought requisite to growth could be fulfilled. For a long time he sought for a name,—but standing in the garden one day and enjoying the beautiful unfolding of leaf and bud, under the warm sun, he exclaimed, “Oh, let it be a garden of children, where God and nature shall not be prevented from dealing with each one.”

A Kindergarten, then, is a place where the natural methods of growth are aided. Where amid music, and plants, and sunshine, under the genial care of a loving student of child nature, each good trait shall be strengthened and each depraved growth die through neglect; a place where every natural tendency of the child has perfect freedom to grow *up*, and where, while the child feels free to do as it *pleases*, and nothing but things in themselves immoral is prohibited, yet the prevailing influence shall help him to choose the right. In a Kindergarten, then, the time is divided between plays that unite with physical culture, grace, music, kindness, the culture of the imagination, the imitation and motions of animals, and work of grown people; which give constant chances to govern and obey other children, to lead and to follow, and in which each must be in harmony with the spirit of the play; and work, as the children call the occupations at the tables, when the child passes slowly from the solid through the surface and line to the point, and embodies these again in perforating, drawing, plaiting, and clay. To the child all is joyous play; there is no study on his part, no conscious effort to obey, no self-consciousness.

It is the part of the Kindergartener to study each child to see that no half hour passes without growth in some way; to train up straggling branches on these her human plants; to give unwearied love, and patience, and study, and faith that if she but supplies the proper conditions God will see to the growth.

Frobel's one hope in life was that the children of the poor and vicious could have this training. For himself, always poor, he spent much of his life in the huts of poor people, watching mothers with their babes, and he saw how hard and sad their lives were. He felt that the reformation of the world must begin with the lowest; that while the superstructure of society rests on this vast foundation of ignorant humanity, no matter how we build above, the *whole* is unsafe.

The poor children of our city,—born to do without so much that makes life valuable, kept with so much that degrades here in the midst of our christianity, beside our homes—have *they* no rights? Has the love of the Father which makes us all brothers and sisters, given us no privileges toward them? To this society of women, met for the study of Social Science, I commend this subject, believing there is no other so worthy their attention.

### ARITHMETIC—METHODS.

JOHN M. BLOSS.

**CANCELLATION.**—Pupils who are studying division should be taught cancellation. If properly taught, it will not only be of great advantage to them in the study of division, but will enable them to shorten the solution of almost every problem in arithmetic, as well as those which arise in the actual business of life.

The number used should be small, for beginners, not more than three numbers should be employed. Thus, divide  $12 \times 7$  by 6.

Suggestions. 1. Place the dividend above, and the divisor below a horizontal line.

2. For beginners make the problem such that the final quotient shall be a whole number.

3. Draw a line through the numbers in the order in which they are cancelled.

Thus: Divide  $8 \times 25 \times 14 \times 48$  by  $56 \times 40 \times 10$ .

$$\begin{array}{r} 8 \times 25 \times 14 \times 48 \\ 56 \times 40 \times 10 \end{array}$$



Here 8 is divided into 56; the quotient 7, into 14; the quotient 2, into 10; the quotient 5, into 25; the quotient 5, into 40; the quotient 8, into 48. The last quotient, 6, should be written above 48.

The line shows the order in which the numbers were cancelled, and when the work is completed, it can be retraced by the pupil, by the teacher, or by the whole class. The usual method leaves a chaotic mass of figures with lines drawn through them, and, in most cases, it would be impossible to follow the thought of the one who executed the work.

2. Divide  $40 \times 24 \times 21$  by  $15 \times 28 \times 9$ .

$$\begin{array}{r} 40 \times 24 \times 21 \\ 15 \times 28 \times 9 \end{array} = 8 \times 3 \times 7 = 168$$

Here, by inspection, we see that the numbers of the dividend are not divisible by the numbers in the divisor; but 40 and 15 are divisible by 5. Divide 40 and 15 by 5: place the quotient 8 above 40, and draw the line through 40, 15, and 24, writing the last quotient 8 above 24. Divide 8 and 28 by 4; place the quotient 2 above 8, and draw the line through 8, 28, 21, and 9, writing the quotient 3 under 9.

#### THE LEAST COMMON MULTIPLE.

There are usually two methods given in the arithmetics for finding the L. C. M. In practice, however, each of these methods is found to be long, taking up time and space, as well as detracting from the neatness of the work. An experience of several years has shown that the method given below gives better results than either of the usual methods.

#### REVERSE OPERATION.

■ In order that the pupil may more thoroughly understand the principles underlying this subject, it is best to have them determine of what numbers a given number is the L. C. M.

a. That a number is a C. M. of its prime factors is axiomatic. Thus  $30 = 2 \times 3 \times 5$ . Hence 30 is a C. M. of 2, 3, and 5.

b. That a number is a C. M. of any combination of its prime factors is equally true. Thus  $18 = 2 \times 4 \times 3$ . Hence 18 is a C. M. of 6, 9, 18.

c. The product of all the prime factors of any number is equal to the number; hence any number is the L. C. M. of the numbers which can be formed by all the possible combinations of its prime factors. Thus  $45=3\times3\times5$ . Hence 45 is the L. C. M. of 9, 15, and 45.

1. Of what numbers is 24 the L. C. M.?

Solution— $24=2\times2\times2\times3$ . Hence 24 is the L. C. M. of 4, 6, 8, 12, and 24, because it contains all the prime factors of which each of these numbers is composed.

2. Of what numbers is 42 the L. C. M.?

Solution— $42=2\times3\times7$ . Hence 42 is the L. C. M. of 6, 14, 21, and 42. Why?

3. Of what number is 210 the L. C. M.?

Solution— $210=2\times3\times5\times7$ . Hence 210 is the L. C. M. of 6, 10, 14, 15, 21, 30, 35, 42, 70, 105, and 210. Why?

#### DIRECT OPERATION.

From the above we observe that the L. C. M. of any series of numbers must contain all the prime factors which are necessary to form each of the given numbers. Thus the L. C. M. of 9, 10, 15 must contain all the prime factors necessary to form 9, 10, 15.

Hence to find the L. C. M. of any series of numbers:

a. Write the prime factors of the first number on a horizontal line.

b. Write, after the prime factors of the first number, the prime factors of the second number which are not found in the first.

c. In the same manner write the prime factors which have not already been written of each of the remaining numbers.

1. What is the L. C. M. of 6, 15, and 20?

Solution and explanation. The factors of 6 are  $2\times3$ . The factors of 15 are  $3\times5$ , but the 3, being a factor of 6, has been written in the L. C. M., hence it is rejected and the 5 retained, giving  $2\times3\times5$ . The factors of 20 are  $2\times2\times5$ , but the factor 5 and one factor 2 has been written, hence they are rejected, and the other factor 2 retained, giving  $2\times3\times5\times2=60$ , the L. C. M.

2. What is the L. C. M. of 9, 15, and 20?

Solution and explanation.  $9=3\times3$ . 15 is divisible by one

of the factors 3, hence write the quotient 5 in the L. C. M. giving  $2 \times 3 \times 5$ . 20 is divisible by one of the factors 5, hence write the prime factors of the quotient 4 in the L. C. M. giving  $3 \times 3 \times 5 \times 2 \times 2 = 120$ , the L. C. M.

3. What is the L. C. M. of 10, 12, 15, and 18?

Solution— $2 \times 5 \times 2 \times 3 \times 3 = 180$ .

Proof— $2 \times 5 = 10$ ;  $2 \times 2 \times 3 = 12$ ;  $5 \times 3 = 15$ ;  $2 \times 3 \times 3 = 18$ .

4. What is the L. C. M. of 15, 35, 24, 54, 60, and 70?

Solution— $5 \times 3 \times 7 \times 2 \times 2 \times 2 \times 3 \times 3 = 7560$ .

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### "THE BEAUTIFUL SNOW."

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The poet sings of the "the beautiful snow," and we frequently admire it as it descends in its fleecy whiteness, but most of us are accustomed to think of it simply as a mass of frozen vapor, and never for a moment contemplate the wonderful mechanism and the exquisite beauty of each individual flake.

Every snow-flake is composed of regular crystals. On the opposite page we represent a few of the more than *six hundred* forms that have been observed. Water always freezes in crystals; in ice they are so blended as to lose their symmetry. The exquisite tracery of frost-work on windows help to illustrate the variety of forms these crystals assume. The symmetry of the snow-flake is destroyed by agitation of the air, and it does not remain perfect very long after reaching the earth. When the air contains a great deal of moisture and the temperature is about  $32^{\circ}$  Fahrenheit, single flakes frequently measure *an inch in diameter*, but as the temperature decreases the size of the flake decreases. The reason why snow crystals are not transparent, as other crystals are, is that they contain so much air in their meshes—if they were solid they would be transparent. When water freezes into solid ice it increases its size about one-eighth; when it freezes into snow it increases its size *ten or twelve* times. As heat will cause a little grain of pop-corn to burst into a great "white-head," so will cold, under favorable circumstances, cause a little particle of moisture to burst into a great snow-flake. An ordinary magnifying glass will reveal all these wonders.



# OFFICIAL DEPARTMENT.

## FROM STATE SUPERINTENDENT'S REPORT, 1878-9.

### SCHOOL EXPENSES.

No part of the public service costs so much as our public school system; in no part is there opportunity for so much waste of time, energy, and money; in no part so much need of the most systematic and thorough supervisory control.

Our school fund amounts to nine million dollars, most of which is loaned to individual borrowers on real estate security. This fund requires constant care and watchfulness to prevent loss. We spend four million dollars annually for the support of the schools. This passes through the hands of twelve hundred school officers, and should, therefore, be surrounded with safeguards, even that not a dollar can be misappropriated. We have permanent school property of the value of twelve million dollars. This is a large investment, and it is necessary that great care be taken that it may not be misused or destroyed. A brief discussion concerning the cost of our public schools cannot, therefore, be out of place.

In 1852 we had no public school system. We had little or no school property, but a small and comparatively unproductive school fund, and but few children in schools, either public or private. Some of the older states had had well organized school systems for more than half a century. Indiana had a school system to create. She has done the noble work in a comparatively short space of time. It is true that we have invested in school property a large amount of money in the past twenty years; it is also true that the current expenses of our schools have, until recently, steadily increased from year to year. This is as it should have been. It is to the credit of Indiana that she has dotted her territory all over with comfortable and convenient school houses. It is to her credit that she has been willing to tax herself sufficiently to retain her best teachers in the service, and to draw able men and women from other states.

In 1860 Indiana was the sixth State in population, and the twentieth State in educational facilities. It is now generally acknowledged that her school system is a superior one, and her progress in recent years is unsurpassed, and that she now stands abreast of her sister states in educational advantages.

## DO OUR SCHOOLS COST TOO MUCH ?

If they do cost too much, it must be because we pay too much to our teachers, or because we build too expensive school houses.

It is true that we spend a large amount of money for tuition purposes, but it must be borne in mind that we are educating half a million children. We demand much from our teachers. We have been raising the standard higher and higher, year by year. Qualifications which would have obtained in many counties a first grade license ten years ago, will not now obtain a third grade license. Under the examinations ten years ago, but few persons were rejected; last year nearly seven thousand applicants were refused licenses. We not only demand scholarship, but we demand professional skill. Teachers must now go to a normal school and learn their business—they are not permitted to learn their business in the school room, at the expense of the children. It certainly requires more ability to manage a school well than it does to engage successfully in many of the more remunerative vocations of life. The average *per diem* of teachers in townships for 1878 was \$1.80. The term of service is brief. But few teachers are employed for more than four months during the year. The average teacher receives, then, but \$144 per annum. The employment that can be obtained for the remainder of the year is uncertain. Out of this \$144 the teacher must pay his board for the four months, and perhaps for the remainder of the year; he must pay his expenses at teacher's institutes; he must subscribe for one or two educational journals, and must buy a few books. The wages we are paying our teachers are not too much. It is possible that we pay our poorest teachers too much, but we do not pay our best ones enough. We do not pay enough to retain them in the service. Nearly twenty-five per cent of our experienced teachers leave the profession every year, because they can make more money in other kinds of work. We are not spending too much in the payment of teachers' salaries.

Our school fund is not increasing as rapidly as the children are. Hence the amount of interest for each child is constantly decreasing. The valuation of the taxables of the State has, within a few years, largely decreased. Thus the State's tuition revenue will be diminished. It will, therefore, require an increased local tax to maintain the present prices paid to teachers.

## DO WE BUILD TOO EXPENSIVE HOUSES ?

It is possible that in some localities too much money has been invested in permanent school property, but the instances are very rare. Where this has been the case, it is not likely that the foolishness will be repeated. The average cost of the school houses of the State, including those of cities and towns, is about \$1,260. In the townships the average is probably less than \$600. This does not indicate great extravagance. But these houses have been built and have been paid for, and the work need not be done over again. We may, therefore, expect in the future that the amount of money to be expended for permanent school property will be less than in former years.

In my report for 1876, I said that we had a sufficient number of school

houses in the State to accommodate the children, and that the expenditure of special school revenues would probably be diminished. This expectation has been realized. The expense of our schools from 1870 to 1875 steadily increased, year by year; but since 1875 the expense has been decreasing.

In respect to the expenditure for school houses, it reached its maximum in 1874, in which year \$875,515 were spent. In 1878, the expenditure for the same purpose was \$424,304—a reduction of over fifty per cent.

The following table will show the reduction in expenditure of special tuition revenue *per capita* since 1876. This *per capita* includes the cost of all permanent improvements made in the cities and towns, as well as those made in townships:

| YEAR.     | Special Revenue expended per capita on Enumeration. | Special Revenue expended per capita on Enrollment. | Special Revenue expended per capita on Daily Attendance. |
|-----------|---|--|--|
| 1876..... | \$2 69  | \$3 56   | \$5 81   |
| 1877..... | 2 84  | 3 05   | 5 44   |
| 1878..... | 2 27  | 3 09   | 5 02   |

The following table also gives some items of interest bearing upon the same point. The figures for 1878 are given when possible:

| ITEM.                            | 1875.            | 1877.          | 1878.         |
|----------------------------------|------------------|----------------|---------------|
| Taxables in State.....           | \$897,739,783 00 |                | \$890,616,987 |
| Common school tax.....           | 1,577,533 00     | \$1,494,329 00 |               |
| Special school tax.....          | 1,699,457 00     |                | 1,585,948     |
| Local tuition tax.....           | 768,142 00       | 648,388 00     |               |
| Liquor licenses.....             | 217,562 00       | 193,106 00     |               |
| Amount apportion'd by State..... | 2,012,957 00     | 1,939,625 00   |               |
| Per capita of same.....          | 3 00             | 2 77           |               |

By means of a comparative table based on the report of the United States Commissioner of Education for 1875, we can see how we stand in reference to school expenses, as compared with other states, viz:

## POPULATION—CENSUS OF 1870.

|                    |           |                    |           |
|--------------------|-----------|--------------------|-----------|
| New York .....     | 4,382,759 | Missouri.....      | 1,721,295 |
| Pennsylvania ..... | 3,321,791 | Indiana.....       | 1,680,637 |
| Ohio.....          | 2,665,260 | Massachusetts..... | 1,457,351 |
| Illinois.....      | 2,539,891 | Iowa.....          | 1,191,792 |



## VALUE OF SCHOOL PROPERTY.

|                    |              |                      |            |
|--------------------|--------------|----------------------|------------|
| New York.....      | \$29,928,626 | Ohio.....            | 19,876,504 |
| Pennsylvania.....  | 24,260,789   | Illinois (1876)..... | 18,056,386 |
| Massachusetts..... | 20,856,777   | Indiana.....         | 10,870,338 |

## TOTAL SCHOOL EXPENDITURE.

|                    |              |                    |           |
|--------------------|--------------|--------------------|-----------|
| New York.....      | \$11,601,256 | Massachusetts..... | 7,000,000 |
| Pennsylvania ..... | 9,363,927    | Iowa .....         | 4,605,749 |
| Ohio.....          | 7,651,956    | Indiana .....      | 4,530,204 |
| Illinois .....     | 7,389,208    |                    |           |

## EXPENSE PER CAPITA ON ENROLLMENT.

|                           |         |                 |       |
|---------------------------|---------|-----------------|-------|
| Arizona.....              | \$42 41 | Nebraska.....   | 11 42 |
| Massachusetts.....        | 20 00   | Ohio.....       | 10 57 |
| District of Columbia..... | 19 50   | Arkansas.....   | 10 15 |
| Colorado.....             | 17 39   | Maryland.....   | 9 68  |
| California.....           | 17 09   | New Jersey..... | 9 55  |
| Montana.....              | 14 36   | Utah.....       | 9 53  |
| Rhode Island.....         | 12 96   | Louisiana.....  | 9 40  |
| Connecticut.....          | 12 92   | Iowa .....      | 9 38  |
| Michigan.....             | 11 97   | Indiana .....   | 9 01  |

## A COMPARISON BETWEEN THE COST OF PRIVATE SCHOOLS

Taught in public school houses, and the cost of public schools, will afford a very strong argument in favor of the proposition that our public schools do not cost too much.

Six hundred and eighteen private schools were taught in public school houses last year. The number of pupils enrolled in these schools was 13,516, and the average daily attendance was 9,087. The average cost per pupil per month for tuition in the private schools was \$1.40, or for a year of six and one-half months, \$9.10. This estimate is made up on the basis of the number enrolled. The average expenditure for tuition per pupil per month in the public schools was \$0.92, or for a year of six and one-half months, \$5.98. Thus it appears that tuition in these private schools is fifty-two per cent more than tuition in our public schools.

The private schools taught in public houses are generally ungraded schools, and the pupils in them are usually instructed in no more than the common English branches. The statement of the expenditure for tuition in the public schools includes the cost of all high schools in the state. The argument would be much stronger in favor of public schools, if the cost of high schools were excluded from the statement, as it ought to be to make it a perfectly fair one.

JAS. H. SMART,  
Superintendent of Public Instruction.



## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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### DOCTOR TUTTLE *vs.* HIGH SCHOOLS.

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Dr. Joseph F. Tuttle, President of Wabash College, in his inaugural address as president of the late meeting of the Indiana College Association, took occasion to make an attack upon public high schools. The Journal objects to this for two reasons: (1) There is not in reality and ought not to be in theory, any antagonism between colleges and high schools. (2) It always regrets to hear a speaker tear down other institutions or other people's beliefs or ideas in order to build up or establish his own.

The College Association is a needed organization, and has a distinctive and important field of labor. The colleges of Indiana are among its chiefest treasures, and their value to society can easily be established and maintained without disparaging the high schools. The great value of a thorough classical training but few doubt, and the superiority of the mental discipline gained in the study of the dead languages can easily be established without disparaging other branches of study, or railing at what is termed a "practical education." It is very much to be regretted that the Dr. did not make his plea for colleges, for thoroughness, for classical study, and for concert of action, without going out of his way to say unkind things about another important part of our educational system.

He objects to high schools (1) on account of their expensiveness, which he very greatly over-estimates; (2) on account of their injury to the lower schools, which he wholly misunderstands and misstates; (3) on account of their superficiality, which he greatly exaggerates; (4) in regard to their too extended course of study, which is a just criticism, but which applies with equal force to many colleges; (5) he finds most fault with them because they do not arrange their courses of study especially with reference to the preparation of students for college. The Dr. is right in saying that the high schools are not *preparatory* schools. But when it is remembered that a very large proportion, perhaps

nine-tenths, of those who attend the high school cannot, in the very nature of things, attend college, the imperative necessity of arranging a course of study adapted to the special needs of the *nine-tenths* who do *not* go to college instead of to the necessities of the *one-tenth* that do go, is apparent to every disinterested person.

The Dr. uses the following language: "The majority of the students at the most of the colleges in this state are drawn not from the towns where the high school flourishes, but from the country districts. \* \* \*

Now, if the high school prepared students for college, then, as tax-payers, we might cease our protest in the noble work done in preparing students for the pursuit of a liberal education." \* \* \*

"Of these hindrances to a thorough preparation of candidates for college, I desire here to speak chiefly of one. I refer to the high school. As intimated already, it is my deliberate opinion that at present the high schools of our state are doing far less for our colleges than might be reasonably expected. Their course of study extends through several years, and when it is finished the most of the boys are ready to cast aside their books, when, in fact, they are only ready to begin the thorough drill of the higher education. The most of the male graduates go to no college; and such as do ask for admission to college have been so 'demoralized' and dislocated that it is hard to tell what to do with them. 'They are neither fish, flesh, nor fowl.' \* \* \* I speak honestly, and at the risk of angering some of my friends in thus expressing that in two respects our high schools are open to severe criticism: their cost to tax-payers, at a time when taxes are an intolerable burden, and their startling inefficiency in helping their pupils in a course of well-adjusted preparation for college. \* \* \* You will not construe what I have said into an attack on the high school, much as I believe it needs to shorten and intensify its curriculum and diminish both its cost and pretensions. My present object is to plead for the time-honored methods of the higher education, especially as connected with thorough preparation for college."

The assertion of the Dr. that he is not opposed to high schools does not stand for much when the drift and logic of his entire address are in the other direction. The reading of the address leads one inevitably to the conclusion that the author of it is unqualifiedly opposed to high schools *unless* they can be made directly contributive to colleges. This is doubtless Dr. Tuttle's position.

The Dr. proves too much. He proves, first, that the high schools send very few students to the colleges. He proves, second, that the applicants for admission to the Freshman class come very illy prepared. He says, "a little Latin, a little English, a little mathematics, and a little natural science, with a male or female youth thrown in as a unifier! and we call the attenuated compound a 'Freshman.'" Thus he charges to the high school in one part of his address what cannot be true if other statements made elsewhere in his address are correct.

The Journal holds Dr. Tuttle in very high regard, but it is compelled, in this instance, to take issue with him. It looks upon the high school as "the

people's college',—not as a preparatory school for the college proper, but as a *little college* for those who can never go beyond it. The Journal holds that the course of study in the high school should be arranged with reference to the greatest good to the greatest number, and not with reference to the few who may wish to go to college.

The Journal believes in colleges and in the work they are doing, and regrets that many more young men and women do not avail themselves of the privileges offered by these colleges; but it believes also in high schools, and feels that they are doing an important work in our educational system that cannot be done by the colleges. There should be no conflict and no antagonism.

The Journal is glad to believe that Dr. Tuttle does not represent the sentiment of any considerable number of the members of the College Association on the high school question. Dr. White, of Purdue University, took decided grounds in defense of the high schools.

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THERE are still ten days left in which the legislature can work. No harm has been done yet to the schools, and matters look hopeful. The Senate was brought to a test vote on the abolition of county superintendency, a few days ago, which developed the fact that a large majority favored superintendency. A bill favoring the abolition of the office was reported against by the committee in the House, but its friends secured its reference to a special committee. A majority of the special committee are opposed to the office, and a fight is expected. It is feared that a reduction of price and a limitation of time to visit schools may be effected. Faithful work is being done by the State Superintendent and other friends of superintendency. Owing to the shortness of the time, it is hoped that if anything adverse to the interests of the schools passes one House it can be defeated in the other. It is not now feared that any damage could be done to high schools, and the state schools seem to be secure. The Codification of the school law, making it more compact, more definite, and more harmonious, will likely pass. The next number of the Journal will contain a synopsis of all that was done in the Legislature on the subject of education.

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IN this number of the Journal the Minutes of the State Association are concluded. The synopsis of each exercise is so full as to give the reader a comprehensive idea of what was done and said.

The abstract of Pres. Angell's address was so full that it was taken from the minutes and made an independent article. It was too good to be abridged. Let no teacher fail to read it.

The interesting article of Miss Chapin, on Kindergartens, will be followed by other articles on the same subject.

Prof. Bloss's article on Cancellation, contains many good suggestions, and one unique idea that will certainly prove helpful.

"Beautiful Snow" will be interesting if teachers will experiment for themselves.

### REVERENCE GOOD BOOKS.

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"We should reverence good books as gifts of God. They should be to us angels and archangels. Earth holds nothing grander, nobler, higher. He who would ill-treat a good book should not be trusted with a child, is not worthy the friendship of a good man, or the love of a true woman. Teach your children, ye parents, to love, to reverence books, and they will scarce fail to love and reverence you."—Amelie V. Petit.

Teachers can in no way do a better thing for their pupils than to inspire in them a love for good books. To teach boys and girls how to read and what to read (not in school but out of school) should be one of the chief aims of every teacher. When a teacher has created in a youth a love for good books, he has done much towards insuring the general intelligence and the moral character of that youth. The reading of proper books insures intelligence, and it improves character not only by the sentiment of the books, but by the very fact of being employed. Proper employment of leisure time is an effective antidote against bad habits.

The teacher who is filled with this thought will find in the reading lesson, in the geography lesson, in the history lesson, in the general lesson, in the composition work, ample opportunities to lead his pupils out into new fields, and to create within them a desire to know more of the persons, things, and places named—and to thus know they must *read*. Reader, what are you doing for your pupils in this line?

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### THE STATE SUPERINTENDENT'S REPORT.

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Sup't Smart has just issued his biennial report. It is not extensive, but contains all that is really necessary, and the great beauty of it is that it is put in an attractive and unique form. No other report for this state, or for any other that has ever come under our observation, has equalled this for its variety, conciseness, attractiveness, illustrations, and its suggestive and instructive comparisons both by tables and maps. Among these comparative tables are the following: 1. Showing the increase in school population for the past ten years. 2. Showing the 37 largest cities, their enumeration, with their per cent of increase in ten years. 3. Showing the present population (1) of state, (2) of the large cities, by using the ratio of population and school enumeration in 1870. 4. By showing the number of square miles and the number of school children per square mile of each county. 5. Showing the per cent of enumeration enrolled, and those not attending at all. 6. Showing the number of colored children in each county, and how many in school. 7. Showing the duration of school in each county. 8. Showing the number of teachers licensed for each grade of license, and the number rejected, etc., etc.; etc. A concise analysis of each table follows it.

The following interesting facts are noted: 1. This is the *twenty-sixth* report and the *sixth* biennial report. 2. The average length of schools for

1878 was 129 days; number of teachers, 13,676; attendance at school, 512,535; enumeration, 699,153; amount paid teachers, \$3,065,968. 3. In the 49 cities and 212 incorporated towns of the state there are 202,059, or 29 per cent of the school children, while in the 1,011 townships there are 497,094 or 71 per cent of the children. 4. The average increase in population per annum for the state is about 26,934. At this ratio the population in 1880 will be 1,950,030. 5. Lawrenceburg is the only city in the state that has not increased its population in the last ten years. 6. The county enrolling the largest per cent of its children in the public schools is Noble, its per cent being 93; the county enrolling the smallest per cent is Vanderburg, 42 per cent. This table does not show the number enrolled in parochial and private schools. 7. The report shows that 73 per cent of the white children and 63 per cent of the colored children are enrolled in the public schools. A larger per cent of the colored children in the townships attend school than in the cities and towns. 8. The table showing the length of school in days shows the average of the state to be 129 days; Montgomery county is the only one having just this number. Union county has the largest number, 163. Nine counties have over 150 days. Orange county supports schools the fewest number of days, viz., 93. Four counties, Pike, Brown, Pulaski, and Orange, have less than 100 days. 9. There are in the state 49 cities, 212 incorporated towns, and 1,272 school corporations: there are 791 city and town trustees, and 1,011 township trustees. 10. There are employed 8,039 male teachers and 5,742 females; total, 13,781. In 1878 there were 70 less male teachers employed than in 1877; while in the same time the number of females employed was increased 270; showing that the ladies are gaining ground. It should be remembered that Indiana is one of the few northern states that employ more male than female teachers. 11. In 1877, 12,385 teachers attended county institutes. In the same year there were held in 66 counties 88 normal institutes, the average length of which was  $6\frac{1}{4}$  weeks, and the number of teachers attending them was 3,696. 12. In 1878, the number of teachers licensed for 6 months was 4,358; for 12 months, 4,053; for 18 months, 2,394; for 24 months, 1,687. The number of applicants rejected was 6,996, or 36 per cent of the whole number of applicants. The total number of licenses revoked was 30. 13. The average daily wages of male teachers in the state is \$1.93; Vanderburg pays the highest, \$2.52, and Noble the lowest, \$1.50. The average wages of lady teachers for the state is \$1.72; Vermillion pays ladies the highest, \$2.36, and Steuben the lowest, 91 cents. Four counties, Fulton, Starke, DeKalb, and Steuben, pay ladies less than \$1 per day. 14. There are in the state 9,545 school houses; of these 89 are stone, 1,724 brick, 7,608 frame, 124 log; and they are valued at \$11,536,647 39. 15. The total permanent school fund is \$8,974,455.55. The increase for the last year was \$47,885.21. The total amount of tuition revenue for 1878 was \$2,967,539.12.

The report shows the working of the State Board of Education, of the office of State Superintendent, and closes with a large number of essays by county superintendents on various educational topics. The report, as a whole, cannot fail to do good.

## MISCELLANY.

### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JANUARY, 1879.

#### WRITING—*Specimen of Penmanship.*

"Power, intellect, and health

May not—cannot last;

The mill will never grind

With the water that is past."

50

1. Write the following capitals: B F H D G O Q V W Y. 10
2. Draw a diagram to show the length and spacing of the different letters, and write in it the word "freight," on the proper slant. 10
3. Describe the arm-rest and the hand-rest, and give the uses of each. 10
4. Give five different movement exercises that might be used to promote free fore-arm movement. 10
5. Describe briefly the proper way to hold a pen. 10

NOTE.—The applicant should then be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. How many and what sounds has *c* and *g*? 2 pts., 5 each
2. How many and what sounds compose the word *receipt*? Write receipt phonetically. 2 pts., 5 each
3. Write phonetically, with proper mark, *again* and *bouquet*. 2 pts., 5 each
4. What is accent, and when is it called primary? 2 pts., 5 each
5. What is a syllable? A word? 2 pts., 5 each

NOTE.—Superintendent should pronounce ten words to the applicant, who should write them upon paper. 10 pts., 5 each

#### READING.

"The curfew tolls the knell of parting day,  
The lowing herd winds slowly o'er the lea,  
The plowman homeward plods his weary way,  
And leaves the world to darkness and to me."

1. (a) Who is the author of the above lines? (b) In what country did he live? (c) In what century did he write?  $a=5$ ;  $b=3$ ;  $c=2$ .

2. Define the following words: curfew, knell, lowing, lea, plods.

5 pts., 2 each

3. What is "the knell of parting day?" In what sense does the plowman leave the world? 2 pts., 5 each

4. Name five American authors that you would recommend children to read. 10

5. What should be your object in teaching children to read? 10

NOTE.—The applicant should be required to read a selection from a book: he should then be marked upon his reading from one to fifty, according to the value placed upon the performance by the superintendent.

ARITHMETIC.—1. (a) What is a definition? (b) Define a rectangle.

(c) Define an angle. (d) Define solution as used in arithmetic.

$a=3$ ;  $b=3$ ;  $c=2$ ;  $d=2$

2. If  $\frac{1}{4}$  of a certain number is 42 9-10, what will 3-5 of 7-4 of 5-6 of the number be? Proc. 5; ans. 5

3. A owns  $37\frac{1}{2}$  per cent of a mill worth \$4,250; B owns  $32\frac{1}{2}$  per cent of it; B owns the remainder; what is the value of each of their shares?

Proc. 5; ans. 5

4. Find the greatest common divisor of 432 and 558. Explain fully why the result you obtain is the G. C. D. of the numbers. Proc. 5; ans. 5

5. An agent collected \$8,250, which was the amount of a debt that had stood for two years, 10 months, and 15 days, drawing interest at 6 per cent per annum. What was the debt originally? Proc. 6; ans. 4

6. a  $\frac{2}{3} + \frac{1}{4} \times 3 - 5 - 1 - 7 = \text{what?}$

- b  $(\frac{2}{3} + \frac{1}{4}) \times 3 - 5 - 1 - 7 = \text{what?}$

- c  $\frac{2}{3} + \frac{1}{4} \times (3 - 5 - 1 - 7) = \text{what?}$

- d  $(\frac{2}{3} + \frac{1}{4}) \times (3 - 5 - 1 - 7) = \text{what?}$

$a=3$ ;  $b=3$ ;  $c=2$ ;  $d=2$

7. What is the difference between the true discount and the bank discount to be allowed for the immediate payment of \$6,000 due 90 days hence, without grace, at 6 per cent per annum? Proc. 5; ans. 5

8. A and B are partners in business; A's capital is  $\frac{3}{4}$  of B's;  $\frac{2}{3}$  of B's capital is \$400. What is the capital of each? Proc. 5; ans. 5

9. If a carpenter receives \$15 for 5 days' work of 6 hours each, what should he receive for 7 days' work 8 hours each? By analysis.

Anal. 6; ans. 3

10. A man wishes to lay off a square flower-bed having the same area as a circular bed 100 in circumference. What is the length of the square bed?

Proc. 7; ans 3

GEOGRAPHY.—1. How can you illustrate to your school the causes of day and night? Of summer and winter? 2 pts., 5 each

2. In what zones do the four seasons occur? 10

3. What is latitude? what, longitude? From what places in Great Britain are they respectively determined? 4 pts., 3, 3, 2, 2

4. Name five capital cities in the United States that lie near the 40° north latitude. 5 pts., 2 each
5. Through what waters must a vessel sail that is freighted at New Orleans, to deliver its cargo partly at London and partly at St. Petersburg? 1 off for each point omitted
6. Name five principal commercial cities of Europe. 5 pts., 2 each
7. What strait divides Sicily from Italy? What isthmus joins N. America and South America? 2 pts., 5 each
8. For what particular features is each of the oceans remarkable? 5 pts., 2 each
9. Locate Ft. Wayne, Indianapolis, Evansville, Lafayette, and Richmond. 5 pts., 2 each
10. Name three great river systems arising in the Rocky Mountains. Into what do their waters flow? 6 pts., 2 off for each pt. omitted

GRAMMAR.—I. (a) Explain the apposition of nouns; (b) give an example of apposition. a=7; b=3

2. Write a sentence containing an adverbial modifier and a phrase as an adjective modifier. 10
3. Give the principal parts of the verbs *wring* and *hate*. 2 pts., 5 each
4. Decline the personal pronoun of the second person; also, decline *himself*. 10 pts., 1 each
5. Write the plurals of *apparatus*, *knight-errant*, *staff*, *calf*, *shaft*. 5 pts., 2 each
6. Analyze this sentence: "At once send me word when the election takes place." 10
7. Parse the italicized words in this sentence:  
     "*Hail*, holy Light! *offspring* of heaven *firstborn*,  
     May I *express* thee *unblamed*?" 5 pts., 2 each
8. How do you determine what part of speech any word in a sentence is? 10
9. Correct this sentence, and give reasons for your corrections:  
     "Most any man you will see to-day is better than him." 4 off for each error
10. Correctly spell, capitalize, and punctuate this sentence: "the yelow fever suferers in mobeel new orleans memphis vicksburg and many other citys and vilages disserve the simpathy and ade of the charatable everywhere and they will git them." 10

HISTORY.—I. State two of the motives of Columbus in his voyages of discovery. 2 pts., 5 each

2. (a) What settlement did the Huguenots first effect in this country, and (b) at what date? a=8; b=2
3. What New England colonies first united for governmental purposes? Why? 2 pts., 5 each
4. Who was Samuel Adams? 10
5. What led to the adoption of the U. S. Constitution? 10



6. (a). What was the embargo of 1807, and (b) what were its effects? a=4; b=6
7. What caused the war of 1812 with England? 10
8. What was the "Missouri Compromise," of 1820? 10
9. Why was the battle of Gettysburg, in 1863, one of the most important of the civil war? 10
10. (a) In what year, (b) during whose presidency, and (c) by whom was the invention of the electric telegraph completed? a=2; b=4; c=4

PHYSIOLOGY.—1. Name the bones of the arm, fore-arm, wrist, palm, and fingers and thumb. 2 pts., 5 each

2. What is a cartilage, and what is its use? 2 pts., 5 each
3. (a) What is the distinction between voluntary and involuntary muscles? (b) Give one of each class. a=6; b=4
4. What is the function of the salivary glands? 10
5. What change in the food is effected by the gastric juice? 10
6. Why does the system require different food in winter from what it needs in summer? 10
7. What is the function of the lacteals? 10
8. (a) Where and (b) how is the blood purified? a=4; b=6
9. Why should the feet be frequently washed? 10
10. Why is regular and frequent bodily exercise conducive to health and vigor? 10

THEORY AND PRACTICE.—1. (a) What is the difference between direct and indirect oral teaching, (b) and which is to be preferred? a=6; b=4

2. Why should the recitation test the pupil's understanding more than his memory? Give two reasons. 2 pts., 5 each
3. What is the objection to designating the pupil to recite before announcing the topic or question? 10
4. Give three characteristics of a good series of questions. 4 off for each omitted
5. What is the objection to the practice of depriving disorderly or tardy pupils of recess? 10

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THE January just past was the coldest for several years. The government registry at Indianapolis shows that the highest temperature reached was 57°, and the lowest, 22°. As there was no government office in this state till 1871, and as ordinary thermometers vary in their registration, there is a difference of opinion as to which was the coldest, Jan. 1, 1864, or Jan. 2, 1879.

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THE Chicago Weekly Journal contains the largest, the best Educational Department we have seen in any paper of its class.

### THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The second annual meeting of the Southern Indiana Teachers' Association will be held at Seymour, March 19, 20, and 21, 1879. Programme:

*Wednesday Evening.*

A Special Meeting in the Chapel of the Seymour School Building.

*Thursday Morning.*

8:30. 1. Opening Exercises. 2. Visit to the Seymour Schools.

*Thursday Afternoon.*

2:00. 1. Organization. 2. Paper—"Our Southern Indiana Association," by J. R. Trisler, Sup't Lawrenceburgh Schools. 3. Discussion of Paper opened by J. A. Wood, Sup't Salem Schools, and J. C. Chilton, Prin. Orleans Schools.

4. Paper—"The Power of Concentrated Effort in the School Room," by Miss Belle Fleming, of Vincennes High School. 5. Discussion of Paper: Leaders—A. W. Dunkle, North Vernon, and F. H. Tufts, Superintendent of Aurora Schools. 6. Miscellaneous Business.

*Thursday Evening.*

1. Music. 2. Opening Prayer. 3. Address of Welcome, Hon. William K. Marshall. 4. Response. 5. Inaugural Address—"The Elements of Weakness in our School Work," by the incoming President, T. J. Charlton, Vincennes. 6. Appointment of Committees.

*Friday Morning.*

9:00. 1. Opening Exercises. 2. Paper—"Education and Citizenship," by J. A. Beattie, Pres. Bedford College. 3. Discussion of Paper opened by D. Eckley Hunter, Sup't Washington Schools, and J. T. Smith, N. Albany.

4. "How to Improve the Country Schools," by John M. Wallace, Sup't of Bartholomew County. 5. Discussion: Leaders—W. T. Stilwell, Sup't Gibson County, and H. B. Hill, Sup't Dearborn County.

*Friday Afternoon.*

2:00. 1. Address—"How can a Liberal Education become General?" Lemuel Moss, LL. D., Pres. Indiana State University.

2. Paper—"Our High School," by J. M. Bloss, Sup't Evansville Schools. 4. Discussion of Paper opened by Dr. George P. Weaver, Prin. Female High School, New Albany. 4. Miscellaneous Business.

*Friday Evening.*

1. Address, by E. E. White, LL. D., Pres. Purdue University, Lafayette, Ind. 2. Election of Officers and Reports of Committees.

The leading papers will be short, and ample time will be given for a full discussion of each subject. Teachers should come prepared to take part in the discussion. Let us make our sessions *lively* and *profitable*.

**Railroad Rates.**—The L. N. A. & C. will sell tickets at Lafayette and at all principal stations south of Lafayette, at full fare going and return free. Members on this road should ask for tickets to "Teachers' Association," and have them signed by the Secretary of the Association.

The J. M. and L., including the Cambridge and Madison branches, will sell tickets at full fare going and return free on certificate signed by the Secretary of the Association.

The O. and M. will tickets at  $1\frac{1}{3}$  fare going, and return free on certificate.

**Hotel Rates.**—Members will be entertained at the following rates. Hotel Jonas, \$1 per day. Faulkconer House, 75 cents per day. Corthum House, 75 cents per day. Private Boarding Houses, 75 cents per day.

We extend a cordial invitation to teachers in the northern part of the State to meet with us, and take part in our exercises. Come *down* and help us.

H. B. JACOBS, Chairman Ex. Com.

## AN ARGUMENT FOR HIGH SCHOOLS.

COLUMBIA, KY., Feb. 16, 1879.

MR. W. A. BELL;

*Dear Sir* :—I see, in the February Journal, "Some thoughts on the high schools," and their cost. I am much pleased with it. Facts and figures cannot be answered. The public high schools of Indiana are facts themselves growing out of public necessity. They are the offspring of the purest political economy. They are, in my judgment, the especial blessing of the poor man. Abolish them and what would be the situation? The so-called *aristocratic* colleges, academies, and seminaries would take their place. This state of things is admitted by all and advocated by some. I happen, at this time, to be a Professor in a college of this kind, and know whereof I speak. The President of the Board of Directors (one of many), besides spending much time in keeping up the interests of the college, makes a bill with it as follows:

1878-9.

Dr. U. L. T. to

Dr.

C. C. College

Sept. 2. 1st Daughter. Per Session,

|   |                                       |         |
|---|---------------------------------------|---------|
| " | To Tuition in College Department..... | \$42 00 |
| " | " Music " .....                       | 50 00   |
| " | " Drawing " .....                     | 50 00   |
| " | " French.....                         | 25 00   |

2d Daughter,

|   |  |         |
|---|--|---------|
| " | To Tuition in College Department ..... | \$42 00 |
| " | " Music " .....                        | 50 00   |
| " | " Drawing " .....                      | 40 00   |
| " | " French.....                          | 25 00   |

|              |   |       |          |
|--------------|---|-------|----------|
| 3d Daughter, |   |       |          |
| "            | To Tuition in Preparatory Department..... |       | \$30 00  |
| "            | " Music "                                 | ..... | 50 00    |
| "            | " Drawing "                               | ..... | 30 00    |
| Total .....  |   |       | \$434 00 |
| By Cash..... |   |       | \$434 00 |

It requires about eight years to complete the course in all the departments of the college. I would be pleased to see about a regiment of those croakers against the high school sent here and compelled to patronize our college for the next four years at the above rates. The consequences could not fail to be, 1, *Plethoric exchequer* in the college. 2, *Rest* to the high schools.

Very truly,

A. J. YOUNGBLOOD.

**BENTON COUNTY.**—The schools are doing better, and the teachers are more enthusiastic this year than ever before. There are 88 teachers employed. The trustees, with two or three exceptions, have been very prompt in holding township institutes, and most of the teachers are taking an active part in them. An effort has been made to grade the schools, but we have been only partially successful, (1) on account of inexperienced teachers; (2) the different kinds of books scattered over the county. The price paid to teachers is from \$35 to \$50 per month; the average length of term about six months. A manual of the schools of the county is being printed. C. E. WHITTON, Co. Sup't.

**PUTNAM COUNTY.**—We have obtained the following facts in regard to this county: Number of applicants examined last year (1878), 319; number licensed, 167; number rejected, 152. By a vigorous use of the pruning knife many poor teachers were eliminated. The following exhibit will show the the number of teachers that thought best to learn the art of teaching at their own expense, instead of at the expense of their pupils: Number of applicants who had attended a normal school in 1875, 15; in 1876, 25; in 1877, 40; in 1878, 75; in 1879, the number who will probably attend normal schools will not be less than 125. The pruning process may account for some of the increase in normal attendance. Out of 140 schools the superintendent had visited all but six by the first of last December. He is now pretty well around again. He believes more good can be accomplished in two short visits than in one long one. The number of cases of corporal punishment has been steadily decreasing, so that now only 40 cases have been reported up to this time. Success in grading has been as good as could have been expected. As a result, about 200 grammars and 250 geographies have been put into the hands of children who never studied those branches before, and would not now be doing so but for the gradation. L. A. Stockwell is the superintendent.

THE National Teachers' Association will be held in Philadelphia, beginning July 29.

**PAY UP.**—Quite a number of teachers who were an exception to the general rule, and allowed *time* on their Journal, seem to have forgotten that they were to pay as soon as they had had time to earn the money and get it from the trustee. Let those who are thus indebted please remit at once.

**PULASKI COUNTY.**—The second annual session of the Pulaski County Teachers' Association was held in Wihamac, on January 24 and 25, 1879, Sup't Marshman presiding. Total enrollment, 79; number of teachers present, 59. Leaders in discussion: W. H. Mace, E. N. Hughes, J. M. Ward, B. Borders, L. B. Perry, J. H. Reddick, and Joseph Riggs. Excellent papers were read by Sup't Wilson, of Cass county, E. M. Chaplin, and W. E. Netherton. The following resolution was adopted: Resolved, That the Law instituting County Superintendency should *not* be abolished.

LENA RAINS, Sec'y.

**QUERY.**—A pole 78 feet in length was broken in two parts—9-8 of the top+12 feet is  $1\frac{1}{2}$  times the bottom. What is the length of each part of the pole?

**ANSWER TO QUERY.**—It was not surely very wise to begin *in that manner*. Are the italicised words an adjective or an adverbial element?

**Answer.** The italicised words are an *adverbial* element. "Infinitives" are usually nouns in one of their relations but verbs in another. In this particular example, the element, *in that manner*, certainly modifies the "verb-idea" of "to begin," and is therefore an adverbial element.

THE Jeffersonville, Madison, and Indianapolis Railroad is the principal road south from Indianapolis or Central Indiana. It makes close connections at Louisville for Nashville, Memphis, and all points South. Horace Scott is General Superintendent, with headquarters at Louisville.

THE old Asbury University building, at Greencastle, Ind., occupied by the preparatory department of the college, and also as the armory of the Asbury Cadets, was recently burned to the ground. The building, which was erected in 1828, at a cost of \$28,000, is a total loss, as is also the museum, valued at \$5,000. The Whitcomb Library, valued at \$10,000, is damaged one-half. The loss is covered by insurance. The trustees have arranged for the erection of a new building, to be completed by Sept. 1, 1879.

"We ought to spell the word *potato* 'Ghoughphtheigteau,' according to the following rule: *Gh* stands for *p*, as you'll find from the last letters in *hiccough*; *ough* stands for *o*, as in *dough*; *phth* stands for *t*, as in *phthisic*; *eigh* stands for *a*, as in *neighbor*; and *eau* stands for *o*, as in *beau*."

Any one interested in the study of speculative philosophy should send to W. T. Harris, Superintendent of the St. Louis schools, and get his Journal on this subject. He is, perhaps, the ablest expounder of that philosophy in this country.

THE teachers of St. Joseph county held an association at South Bend, March 1. The programme was a good one.

It is to be hoped that the Southern Indiana Teachers' Association will be well attended. It is not intended to conflict with or in any way antagonize the State Association, but to reach and benefit such teachers as cannot well attend the state association. See programme printed elsewhere; it is a good one.

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### PERSONAL.

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B. F. Johnson, principal of the Oxford schools, reports his schools in good condition.

Miss Emma Jordan, for several years a teacher in the Indianapolis schools, is now at Selma, Alabama, teaching in a mission colored school. Her work is both benevolent and christian, and is very successful.

The item that was published in several of the state papers to the effect that E. H. Butler, superintendent of the Winchester schools, had resigned, was false. He is going on smoothly with his work.

O. M. Todd, late superintendent of Delaware county, married a new wife, and has moved to Foscara, Ill., and taken charge of a church.

Capt. A. H. Ford is now one of the editorial corps of the Cleveland (O.) Leader.

Mrs. Kate Brearley Ford, the author of "Experiences," in the February No. of the Journal, had a very readable little poem in the last Wide Awake.

Prof. E. T. Cox, the state geologist, has resigned his position and expects to "go west." Prof. Cox has been an indefatigable worker, and has done much for the state in developing its mineral resources.

Jeremiah Mahoney, a Chicago Principal, has become editor of the Educational Weekly, to take the place of E. O. Vaile. Mr. Mahoney will be remembered as the editor of the Chicago Teacher, and later, of Barnes's Educational Monthly. He is a keen writer, and makes a readable paper.

Mrs. Emma Mont. McRae, prin. of the Muncie high school, recently read a paper in Indianapolis before the Social Science Association, on "Hereditary Influences," a subject of great interest not only to the student of social science, but to the teacher. The address was very highly commended by those who heard it.

H. B. Brown, principal of the Northern Indiana Normal School, at Valparaiso, has recently purchased a farm, his old homestead, for \$8,000 cash. He says it took most of his loose change.

C. R. Long is superintendent of the Sullivan public schools.

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### BOOK TABLE.

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SCRIBNER'S MONTHLY has no superior in this country as a literary magazine. The best writers in the country contribute to its pages, and it is profusely illustrated. Every teacher should take this or some other good literary monthly. Professional reading, alone, is not sufficient for the live teacher.

PROF. TINGLEY'S "New Mathematics." A treatise upon the relation between spaces of One, Two, and Three Dimensions, by Jos. Tingley, Ph. D., Indiana Asbury University, Greencastle, Ind. Cincinnati: Hitchcock J. Walden. Price, 50 cents.

The preface says, "This treatise is the immediate outgrowth of investigations entered upon for the purpose of detecting, if possible, and eliminating some of the acknowledged fallacies of mathematical reasoning. A recent suggestion as to the possibility of the existence of a fourth dimension in space, superadded to length, breadth, and thickness, led the author to inquire into the true signification of the fourth power, of which it has been asserted, there is *no geometrical representation*."

The result at which he arrives, by reasoning which seems faultless, is that there is no mathematical basis for belief in such a fourth dimension, and that any power of a line—instead of being understood as combining the three dimensions or more—is *ever a line*.

Thus, if  $x$  be taken to represent a line,  $x^2$  is that line repeated  $x$  times and as no addition or repetition of lines can add breadth thereto, the product can neither be a surface nor a solid. The length alone can be increased. The following problem and solution are given in illustration of the above:

What is the geometrical equivalent of  $x^4$  "when  $x$  represents a line 5 centimetres in length?" Ans. "A line 625 centimetres in length."

This result contradicts the usual statement, that terms of higher degrees than the third have no geometrical equivalents.

The author attacks the accepted theory that algebraic expressions requiring the finding of even roots of negative quantities are imaginary, and contends that no quantity can be separated into strictly *equal* factors, "since one of them must be considered as concrete and the other or others as abstract."

This is revolutionary. It makes the equal roots of positive quantities as imaginary as those of negatives. In illustration of this point, it is asked, "What are the numerically equal factors of 25 apples?" The answer given is, "5 apples 5 times." These factors are numerically equal, but one of the numbers is as different from the others as "apples" are different from "times." It is contended that by thus considering the factors as differing in kind, it is no longer necessary to limit the meaning of the radical sign as hitherto. Its definition should be extended to include the finding of the numerically equal factors of a quantity. According to this view, the expression  $\sqrt{-9}$  is not imaginary. It is equal to 3 things taken 3 times, negatively, or what is equivalent, 3 negative units taken 3 times. Besides other interesting matter, the book contains a chapter on the Newtonian theory of gravitation, which will bear a careful perusal.

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ORATORY AND ORATORS, by William Matthews. LL. D. Chicago: S. C. Griggs & Co.

To those who have read the book entitled "Words—Their use and abuse," perhaps it will be sufficient recommendation to say that this book to which your notice is directed, is by the same author. It is because the American



people are deluged by public speakers who are not orators, whose speeches are loud and wordy instead of being eloquent and fervent, that Mr. Matthews would call the attention of the educational world to what he deems almost a *lost art*.

After discussing the qualifications of an *orator*, which must have for a foundation *good sense* and wit, and portraying the orator's trials, he applies certain tests to eloquence, foremost of which is the effect produced by the oration. Perhaps the chapter which will prove of greatest interest to us all, where all are so entertaining, is that entitled "American Political Orators," in which the characteristics of four great American orators are carefully analyzed. These four are Patrick Henry, Henry Clay, John C. Calhoun, and Daniel Webster. A concluding chapter, headed, "A plea for oratorical culture," is strong. To those who believe that oratory is the fruit of sudden inspiration, the chance visitation of a happy moment, the contents of this book will be a revelation, for, from beginning to end, the student is urged to *study, study, study*. In the preface it is told that the most infallible sign of genius is a capacity for hard work, and that no man ever has been or can be a true orator without a long and severe apprenticeship to the art.

*The Man Who Tramps*, by Lee O. Harris, is the name of a new book that is now attracting attention. The author is an enterprising Indiana teacher—principal of the Lewisville schools. Mr. Harris has quite a reputation as a poet, and is the inventor of the Adjustable School Programme advertised in the Journal.

The book, which contains about 300 pages, is gotten up in an attractive form, with clear type and good paper. The object of the book seems to be to do two things: 1. To give to the reader a clear and correct idea of what the "tramp" is—the classes, grades, purposes, appliances, dangers of the tramp. 2. To state fairly and refute completely the fallacies of "communism." The author has certainly succeeded in the attainment of these two ends. The book is in the form of a story, and any one who will read the first chapter is likely to finish the book; and, judging from personal experience, he will feel, when it is done, that he has been well paid for his time.

Mr. ROBERT DOUGLASS, of Indianapolis, will, in a few weeks, publish a new historical work giving the "memorable legislation of English colonial authorities in America on the subject, of religion, morals, slavery," etc., written by John B. Dillon, author of Dillon's History of Indiana.

THE WIDE AWAKE, published by D. Lothrop & Co., Boston, Mass., is without question, the best *two-dollar* magazine published for boys and girls. It is unexceptionable in the matter it contains, and is magnificently illustrated. Teachers need not hesitate to recommend this paper to their pupils.

100 Choice Selections in Prose and Poetry, No. 14. P. Garrett & Co., 116 East Randolph street, Chicago. Price, 30c. The above (in paper cover) will answer the oft-repeated question, "Where can I find something new to speak of?"



E. STEIGER's Educational Directory, 1877. New York: E. Steiger.

This book, containing over three hundred large, double-column pages, gives a list, with a short description, of all the educational institutions in the United States (by states), British Dominions, Germany, and Austria; an extensive catalogue of books on education; a subject-index to books; catalogue of books published by different book-houses; Kindergarten supplies, etc.

The book is a very convenient one for reference. Price, \$1 and \$1.50.

*The National Sunday-School Teacher*, published by Adams, Blackmer, & Lyon, of Chicago, is without question one of the best, if not *the* best, paper of the kind in the United States. The writer is acquainted with nothing else so good.

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## BUSINESS NOTICES.

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### BEST CHANCE YET OFFERED.

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**SPECIAL OFFER.**—Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and Apr. 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map.

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**VACATION PARTY TO EUROPE, July and August, 1879—Third Year—**Send postal card for circular of *Trip to Europe*, planned especially for teachers. Unusual inducements. Mr. Burchard's book, "Two Months in Europe," will be published soon. If yourself or friends think of going abroad, do not fail to send for circulars to

**O. R. BURCHARD,**  
2-5t State Normal School, Fredonia, N. Y.

*Spiceland Academy and Normal School.*—The Spring Term begins March 31, 1879, and continues twelve weeks. Normal Classes will be sustained during the term. Thorough instruction will be given in all the branches taught. School organization and theory and practice of teaching will receive special attention. The success of the teachers trained in this school is a guaranty of the quality of the work done. We make a specialty of preparing

students for College. Much attention is given to a practical business education. The school is well organized and classes formed in every grade so that students can enter at any time.

Elocution thoroughly taught. Practical work is done in the Natural Sciences. The school is well supplied with maps, charts, books of reference, and apparatus. Three permanent Literary Societies are connected with the school.

Expenses as low as at any other school in the State. Board \$2.50 to \$2.75; club boarding, less than \$2. Tuition in Grammar School 70 cents, and in Normal classes, 80 cents per week, payable in advance. No saloons of any kind in or near the village. A full corps of able and experienced teachers is constantly employed.

CLARKSON DAVIS, Principal.

**ZELL'S ENCYCLOPEDIA.**—Complete in a single volume, and at once supplying the place of a dictionary, cyclopedia, and gazetteer.

"One of the best works ever published. Should be in the hands of every teacher."—H. B. Brown, Prin. N. I. N. S.

"The low price puts it in the reach of all. I most heartily commend the work not only to teachers, students, and the professional class generally, but to all who desire the greatest amount of information in the briefest compass."—G. P. Peale, Pas. Chris. Church, Terre Haute, Ind.

"I consider it a most valuable work. A cyclopedia for the people."—S. M. Etter, Sup't Public Instruction, Ill.

"A marvel of completeness. Every district school should be supplied with so admirable a book of reference."—Prof. Metcalf, Illinois Normal.

"I am much pleased with it. Among its advantages I find the following: 1. It contains much in a small compass. 2. The articles, though brief, are well written. 3. The full-faced type in which it is printed makes it easy to find, without loss of time, what one desires. 4. Its clear maps. 5. Its cheapness."—C. W. Hodgin, State Normal School.

This work will be sent, prepaid, to any part of Indiana on receipt of \$6. Agents wanted.

CLINE & CARAWAY, Agents for Ind.,

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D. E. HUNTER has revised his historical cards and brought them down to date. No one who has used them doubts that they are both entertaining and instructive. Just the thing for evening amusement.

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101 and 104 East Second St., Cincinnati.

# INDIANA SCHOOL JOURNAL.

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VOL. XXIV.

APRIL, 1879.

No. 4.

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## LITERATURE IN OUR COMMON SCHOOLS.

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*M* MARY L. THOMPSON.

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**W**HAT is the object of our common schools? "To educate the masses," we say. And what is it to educate? Webster defines it as being "to lead out and train the mental powers of a child; to inform and enlighten his understanding; to form and regulate his principles and character; to prepare and fit him for any calling or business, or for activity and usefulness in life."

In *part* this work is the teacher's. The *home* is the best school; but as *part* of the work is ours, it remains for us to carefully study the best ways and means of educating the child, to find out what work of preparation is most needed, what are the best methods by which his mental powers may be developed, and what studies are most necessary to fit him for future usefulness. Our *work* is *to-day*, in the school room. The *results* will come *to-morrow* when the threshold of the school room is crossed, and the child becomes a man.

Our object, then, is to train children for the future, to make of them manly men and womanly women; men who shall, as Tennyson says, "bear without abuse the grand old name of *gentleman*"—women who shall be not only in *name* but in deed what Lowell calls "Earth's noblest thing, a woman perfected."

The studies, then, on which most time should be spent in our public schools are those which will be of most use in after life; and among the first of these stands the study of American and English Literature. Our pupils leave us just as they begin to learn. The large majority are unable to attend the higher schools, but enter at once upon lives, busy with the cares of earning daily bread.

The school books are laid away; most of them never to be opened again, and how many, in a few years, are *mentally* buried under the sod, with a moss-grown tombstone above them inscribed with the hopeless words, "She has finished her education!"

But if a hold is kept on the world of books by means of some branch of study, this mental deadness may be prevented.

We often hear the complaint that many of the studies pursued in our schools are of no use, and literature is sometimes mentioned among those which are not practical. Let us consider, for a few moments, this objection.

Though there may be little or no time in after life for *study*, there are very few people who are unable to get time for *reading*. Johnson says that "what is twice read is commonly better remembered than what is transcribed." Certainly a well-read person, compared with one who reads little, has a broader culture, is better informed, is more progressive, and a more useful member of society.

"Books we know are a substantial world, both pure and good,  
Round these, with tendrils strong as flesh and blood,  
Our pastime and our happiness will grow."

With so easy and agreeable a method of training our mental powers always at hand, it is of the greatest importance that a taste for good reading should be formed early in the child's mind, that he may know how to cultivate it in after years.

This is the aim of teaching literature in our schools; to make the children acquainted with good books, books that *are* books, not trash, to discriminate between the false and the true in writing, to know more of our best authors, and to make the thoughts of the authors their own.

Almost all young people *love* to read. The trouble is they select poor reading. There is a flood of bad literature over the

land—Dime novels, boys' and girls' weeklies, stories of lawlessness, crime, and unreal life are for sale on every hand, *cheap*, and there lies the trouble. Such literature, if it deserves the name of literature, is easy to get, easy to read, and easy to influence for evil.

But, on the other hand, never were there so many cheap editions of *good* books as now. Surely we cannot complain that good reading is hard to get when we look over the advertisements of books in our daily papers. There are 10 cent editions in fair type and by the best authors of lives of men whose careers are fully as interesting as those of Texas Jack and his tribe; the best of Macaulay's essays as cheap; the best of English novels, including George Eliot's, Dickens's, Scott's, and Miss Mulock's, for the same; best pocket editions of the choicest ancient and modern poems for 25 and 50 cents, and travels in Turkey and countries just now bearing special interest for us, for 15 cents. Truly "of making many books there is no end," and the good are as easy to get as the bad.

Children *will* read something. Can the poor literature be displaced and the better substituted? Yes; but not without work. A mere recommendation of good books, a list of useful ones, given to our young friends, will not do it.

Many young people enter with great zeal on a "Course of Reading;" begin enthusiastically with "Rise and Fall of the Dutch Republic," "Pope's Essay on Man," or "Gibbon's Rome," and after a few weeks' reading flounder hopelessly in the mire, like Christian in the Slough of Despond, and give up the reading of "solid books" till another season comes round, and another spasmodic effort is made with like success.

The trouble is, the reader has not yet learned how to interest herself in the books, and how to select books suited to her own wants, gets an idea that all history is dull, all poetry incomprehensible, and that she never can learn to like "solid reading." She has yet to learn, with Lord Bacon, that "some books are to be tasted, others to be swallowed, and some *few* to be chewed and digested."

Our query is—How can we interest children in the better class of books, so they will read them with pleasure and profit? I answer, by devoting more time in school to the study of literature.



I have been asked to present to you the results of an experiment in teaching literature, which I have tried for the past few years in my own school.

We are asked, "How can our public schools, in *all* their grades, best be made means of culture?" I believe the earlier we begin this work the greater will be the good that follows, and that even in the primary grades much might be done in this direction. *Our* work has been very simple, such as might easily be done in country district schools, and with quite young children, and for that very reason I ask your consideration of it.

My attention was first called to the need of this study by looking over the library books selected by our pupils. I found Oliver Optic to be the favorite, and that *stories* were about the only class of books selected by the children. On questioning, I found their knowledge of our best known and most modern writers was very limited; that many were unable to tell to what country they belonged, in what age they lived, or to give any idea of their works. A little information concerning authors had been given to them in connection with their reading lessons, but they had no way of finding out for themselves much about them, and seemed to have no idea of connecting the writers, as men, with their works. Could I do anything to change this?

Three difficulties presented themselves at once:

1. The children were not interested in the work.
2. There was but little time for it.
3. The children had no text-books on the subject.

Probably these same objections would occur in most schools of the same grade.

For answer to the first objection: If the children are not interested, make the lesson so entertaining that they will become so in spite of themselves. Secondly. If there is but little time, use that little to the best advantage; more can be done in a few minutes than we are apt to imagine. Thirdly. If the children have no text-books, the teacher must furnish most of the information herself, and the scholars must be induced to hunt up all they can, even if it be but little.

We had one hour on Friday afternoons that we felt we could devote to the work. It had been set apart for "Rhetorical Exercises," so-called—uncomprehended and half-learned pieces

"pawed over," as Charles Lamb says, "by declamatory boys," attempts at declamation profitable neither to those who declaimed nor to those who listened.

We felt that the best "Rhetorical Exercise" in which the pupils could be drilled was in learning some of the best thoughts, expressed in the best language of our best authors. We took one author for each lesson. The name of the writer was announced in advance. The children were urged to look up any information they could find concerning him, either personal or of his writings.

Children are interested in persons whom they see, and always enjoy looking at celebrities. It was our effort, therefore, to make the *man* as *real* as possible; to bring before them a mental picture of him, with his principal characteristics, so as to fix his personality upon the mind; to make of these men and women real living beings, so that when Whittier's name is mentioned we *see* his Quaker coat and *hear* his thee's and thou's; so that when Bryant's name is heard it shall be recognized as that of a personal friend, made so by enjoying his works and retaining pleasant memories of his pure life.

Suppose the subject for the week to be Longfellow.

The class comprised two grades, ranging in age from thirteen years to sixteen. This class was divided into sections. I wrote on slips of paper twenty or thirty quotations from Longfellow's best poems; these were short, each comprising from two to eight lines. These were given to the pupils of one division—a quotation to each scholar. This to be learned previous to the lesson, its words and sentiments to be studied, and the scholar on giving it to be able to explain it, if it needed explanation.

To two or three pupils was assigned the story of Longfellow's life. This was given to those who had access to books about him; any which could be got were brought in and lent to these pupils.

Others were appointed to describe his home and its surroundings. To another was given "Evangeline." The scholar was expected to read the poem, and during the lesson tell the story to the class in her own words. To another was assigned the tragedy of "John Endicott;" to another the story of Miles Standish, all to be reproduced in their own words, for the benefit of the class. One read aloud to the class one of the best

of Longfellow's short poems. To the others was given a *class quotation*, longer than the other quotations, and recited in concert by the division to which it was assigned. At the close of the lesson all were expected to be able to give the names of some of the author's best works, and these were written on the board to be learned by the class.

It did not take a second lesson to convince us that the idea that children could not be interested in a recitation in literature was a mistake. They were delighted; said they did not know poetry was so interesting; listened to the story of Evangeline with intense sympathy, and we never heard from them that the Exile of the Acadians was uninteresting history. Many got the book at once and read the poems. The story of Miles Standish gave a fresh interest to the history of the Pilgrims, and those of John Endicott and Giles Corey to the Salem witches. Longfellow was a prime favorite at once.

And so with the other authors. Of course some are more interesting than others; but I have never seen indifference shown to any. I am sure, could these authors enter our school room at lesson time, they might all feel complimented by the interest exhibited in themselves.

Our only trouble is lack of time. The hour is only too short. We have learned, however, the value of the odd minutes, and devoted them to that study. The class quotation is put on the blackboard, left there for a few days, and before the scholars realize that it has been studied they find they know it. A moment now and then is spent in practicing it for the recitation, and no time needed for other work is broken.

Some of the authors in whom the class have been specially interested, have been Lowell, Whittier, Tennyson, Bacon, Macaulay, Alice and Phoebe Cary, Cowper, Sydney Smith, with his "Wit and Wisdom," Tom Hood, Milton, Dryden, Wordsworth, and Bryant.

Names which but a little while ago were *but* names to the class, have taken on a new significance. It is wonderful how much they notice now that formerly would have left no impression on the mind. One of our teachers tried a lesson of this kind in a much lower grade, taking as her subject Harriet Martineau—a rather unpromising subject for boys and girls. They had hard work to find out much that was interesting about her,



as books on her life were hard to get. One boy in the class, however, had a good fund of knowledge to draw from, and meeting the mother afterwards she told me how it happened. She said "Johnny came home and tried to hunt up something about the author, and he couldn't find anything. The morning for the lesson came and nothing had been found. He took the can to go for the milk, and as he was walking along he noticed a bit of paper on the ground. He says he doesn't know how he came to pick it up, but he did, and it proved to be a piece of an old paper, containing a sketch of Harriet Martineau's life. He was so pleased, for it was just what he wanted."

Of course he was pleased; but if that subject had not been assigned for the lesson would he have been likely to have been interested in Miss Martineau and her life of struggles? Many such little incidents have shown us that it only needed guidance on the part of the teacher to interest children in these very things.

Some of the children thought they could not enjoy Shakespeare, so we took that subject one day. We confined ourselves mostly to the play of King Lear. One of the older boys read it, told the story to the class, and with the quotations talked over with them, we had one of our very best lessons.

With more time, and with a text-book in the hand of each pupil, of course much more could be accomplished. We could only expect in these lessons, sandwiched in at odd times, to get the children interested in a better class of books. But even with these drawbacks we find these results follow. Our children read more books, and much better ones. They learn to consult reference books, and hunt up information from such sources as they have. They comprehend language better, are more intelligent in their other studies. They are better able to express themselves. That comes, I think, from learning to put the stories they get from poems and history into their own words. They have made their own the best thoughts of many of the best writers. They learn to discriminate between good and poor writing. This we try to get by questioning them at the close of the lesson as to whose quotation was the best, and why they consider it so.

This year we have them take down in their note books the

most famous sayings and familiar phrases of different authors, so they will be able to tell whose they are when seen again.

We intend, too, to spend more time on *American* authors, especially those of the present day, making the children as familiar as possible with the writers of their own time.

"But," some teachers say, "this is hard work, and requires extra effort to select quotations and look up work in advance." Yes; but the teachers who say their work is *easy*, are not the ones we want in our schools. It is the *hard* work that tells in the end, and the teacher who is most interested in it will awaken most interest in her class, and get the best results. And if your own knowledge of literature is meagre, it is high time you remedied the defect. Here is a chance for you to broaden and deepen your own culture, outside of the regular routine of the school work.

In these days, when primers of American and English Literature are so numerous and so cheap, we may, even with little time, all do something to turn this taste for reading in the right direction. Too many of the parents of our pupils have no idea what their children read; many more, if they *know*, do not provide a better substitute. Taking away poor books and leaving nothing in their place will not remedy the evil. Of the ten commandments given us for our rule of life not all are "Thou shalt not's;" some say "Thou shalt."

To us, as guardians in part of these young souls to be kept pure for life's work, is given the duty, not so much to tell them what they shall *not* read, but what they *may* read and enjoy and be made better by.

At the most we can but *begin* this work under these disadvantages, but with "here a little and there a little," we hope for a day when more time shall be devoted to this study, and better results follow in proportion.

FORT WAYNE, IND., Clay School.

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"Do you know any of the effects of heat and cold?" "Yes, sir. Heat expands and cold contracts." "Good, my boy. You have answered well. Now for an example." "Why, sir, the days at midsummer are the longest and in winter the shortest."

VALENTINE.

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Apple buds and blossoms burgeon  
All the hillside over;  
Rare and sweet the pledge and presage  
Nature gives her lover.

Buds will blossom, flowers wither  
In the summer's sun;  
Trees will blush with rosy fruitage,  
When the summer's done.

Harvest time will come and gather  
Fruits and yellow sheaves;  
Buds, and flowers, and fruits, will vanish,  
Left to us the leaves.

Leaves or blossoms, what doth matter?  
Phases of one thought;  
Leaf in spring is fruit in autumn,  
Bud-and-blossom bought.

Earth has tree and fruit within it,  
Life and thought, the clod;  
Stones spring up to love and duty,  
From the sun-kissed sod!

F. E. W. *American Naturalist.*

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TREASURE-BOXES FOR SCHOOLS.

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KATE BREARLEY FORD.

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THE teacher should study variety. He needs this in the way he governs his school, and in the way he conducts his class-work. He need not necessarily yield to a morbid, unhealthful appetite for the new and marvelous, but should so study human nature as to meet its numberless caprices and fancies, by what shall impress from its unexpected freshness and surprise.

I once heard a gentleman say, in speaking of a lady of his acquaintance, a mother and housekeeper, "She has a rare faculty of surprising her family; and that, I believe, is one of the secrets of her attractive home." When Washington's birthday came, the castor on the supper-table upheld a miniature United

States flag. When a blooming fuchsia and geranium had been purchased, the table was made unusually attractive by a plant tastefully arranged at each end. Little Jennie almost forgot that it was her birthday, but on lifting her plate, at breakfast-time, some long-desired doll's clothes brought a pleasant surprise. The stitches had been put in by sister, but mother had thought about the matter in time, and planned the work. Jamie was tired of having coats "all the time made out of old ones," but the new handkerchief found in the pocket with his own name marked on it made the old coat as good as new.

The average teacher is crowded with work. She "has no time to go aside from the regular routine of necessary labor." To this day there are teachers, in the country and in the town, who begin with the first word in the line or the first question in the lesson, taking their pupils in regular order, who feel that it is an innovation even to begin at the other end of the class. Would it be possible for them to ask questions of their own, instead of always reading the questions from the book? and what would the arithmetic class think if they were handed written examples on slips of paper to which no answer had been added, and were asked to bring in the solution for to-morrow's lesson?

Not the ingenious instructor only, but any ordinary mortal, filled with enthusiasm and willing to work, can think of a hundred things to do. There is nothing that lasts longer, with ever new delight, than the "treasure-box." A common cigar box, with an opening in the lid sufficiently large to admit a slip of paper, is just the thing. It is the teacher's box, to be used and enjoyed by every member of the school. And this is the way it is used in the room of an advanced grade: the mistakes in language, grammatical or rhetorical, heard anywhere within the school yard, are carefully noted by the hearer, neatly and plainly written, and, when an opportunity presents itself, deposited in the box. Questions on morals and manners may be proposed. Now and then an awkward and ignorant, but well-meaning member, receives a reprimand carefully disguised in the shape of a question. Short extracts from newspapers—genuine gems of poetry and prose, facts in science and literature, excellent jokes and conundrums—form a part of the treasures. Friday

afternoon an hour can be taken, if as long a time be required, to open the treasury and make known its contents. Many of the pupils will be able to take an example in false syntax to correct. Encourage others to read the newspaper clippings for the amusement and instruction of all. Allow discussion on questions pertaining to morals and manners, historical matters, etc. But reserve the right to direct or end the conversation according to your own judgment. Make every correction plain, sometimes adding board-work, so that those having used the faulty expressions shall receive actual aid. At every day's close, the teacher should look over the contents of the box, so that, when the opening comes, there shall be no time wasted in deciphering questions, rejecting poor selections, or deciding upon replies.

A successful teacher of my acquaintance kept a box on his desk for language errors alone. The first week developed such an astonishing number of blunders in the use of the word "them," that the box was christened at once "the them-box." From time to time it changed its name according to its contents, and became in succession a "seen-box," a "don't-box," a "slang-box," etc.

A country teacher in the north woods was much annoyed by the fault-finding of some of her patrons. She was in the habit of having a weekly evening school for composition and spelling drills, rapid mathematical calculations, and vocal music. At one such meeting, she brought to the notice of those assembled a box prepared after the manner above described, in which she invited them to deposit the following week any "grumble" they might feel they ought to make known, and otherwise might talk over in their families, or mention to their neighbors. She placed only one condition to the contents of the "grumble-box," and that was that all the grumbles should be genuine, and good faith evinced by the signing of the writer's name. She promised never to disclose the name, and asked the privilege of using the box for any little growls of her own. The effect was almost magical. Many grumbled no more. Not a few wrote out their grievances and had them righted. There were discussions on methods of school and home government, the needs of pupil and teacher, ways of conducting classes, the value of text books, the necessity of good literature, and many other subjects



of vital importance to all. The teacher expressed herself equally benefited with the people, and the good feeling and mutual understanding that grew out of the little scheme, if no other benefits were the result, recommends it to our commendation.

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### LEAVES FROM MY MEMORANDUM; OR, OTHER TEACHERS' SCHOOLS.—V.

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J. T. SMITH.

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*January 8.*—To-day at noon I spent a short time in reading an article in one of the leading political newspapers on "Educational Reform," in which the author assumes, without any show of reason, however, that the much needed reform in our school system must be brought about by what he is much pleased to call the "powerful means of the daily press."

There is no question but what educational reforms are needed. This is self-evident from the fact that our schools are receiving severe criticism, not only at the hands of the public, but by the teachers themselves. That there is room for criticism we are all ready to admit; but this criticism will differ as it comes from the standpoint of a pupil, a teacher, a parent, or a public journalist. None of these classes is more ready or willing to admit the need of reform, or to point out much needed reform, than the teacher. Who is better qualified than he? Surely there should be none. A teacher who devotes his time and attention to the workings of the public school system realizes more sensibly than any other person the weaknesses and imperfections of the system. If the public doubt this, as they seems to, let them attend our county, township, state, or national associations. In all these they will find the teachers examining the defects of our schools, not in a spirit of fault-finding, but with an eye single not only to great, but even trivial defects. But, unfortunately, this work of the teacher does not reach the public. If the press and the people knew more of what teachers are doing to bring about these much needed reforms, then they could write and talk understandingly and much more intelligently. Then they could have a much truer and deeper insight into our work. Let

us, as teachers, devise ways and means to remedy this defect. It behooves us to bring both our work and our schools more before the public, that both may be judged through a just and a true medium.

In this connection is it not well enough to inquire who are the proper persons to bring about reforms in our school work? Is it to be done by the opponents of the public schools? If so, then the schools will go "glimmering," and ere long "be numbered among the things that were." Is it to be done by that class who are ignorant of the many wants the schools supply? An intelligent public opinion would forbid that. Is it to be done by political newspapers raising the cry of reform? We have heard that cry, but, unfortunately, political parties and their representatives have not been turned into "just men made perfect." The teachers must be the important factors in this reform. It is their labors that are to be improved, their work that is to be fashioned and moulded so as to suit the demands of the age. Teachers should see this truth, and guided by it and an intelligent public opinion, they should go on working needed reforms and making our public schools a strong safeguard and a sure passport to our future prosperity.

*January 9.*—One of our pupils, who is remarkable for his acuteness, spent the holidays at E., and is somewhat puzzled over the style of pronunciation in vogue in that city. He says: "I rather like to call mass, mäss, and pass, päss; but when it comes to calling common grass gräss, as the teachers down there do, I would rather have my own way." We rather like this conclusion and this originality, and shall give this boy our place on the committee on "spelling reform."

*January 10.*—A teacher, who has spent some time in investigating the subject, tells me that the name "America" first appeared in a geography published in 1529. The name seems, in that work, only to refer to South America.

*Be short* were the two words written in large letters over the door of Cotton Mather's study, as an intimation to his visitors to be sparing of his time. They come to me intimating that I must be sparing of your space this month. Set up the words in large letters, so that all contributors to educational journals can see them. It don't make any difference if all long-winded persons get a glimpse of them. Let us **BE SHORT**.

## ORTHOGRAPHY.

G. HENRI BOGART.

THAT orthography does not receive its *proper* attention may be amply proven by an examination of the manuscripts submitted to our county superintendents by teachers. Particularly is this the case in geographical, historical, and physiological names.

Noticing the prevalence of this ignorance, I have developed a plan which while thoroughly attaining the desired object, at the same time furnishes an excellent daily review in the branches under consideration. Each evening I take the text-books and from the day's lessons select a number of words (usually 20 to 25) for to-morrow's orthography drill. In looking over my papers I find a lesson containing the following words from Anderson's United States History. They are from the first lesson in the book:

1. Columbus. 2. Genoa. 3. Egypt. 4. Orinoco. (?)
5. Darien. 6. Bahama. 7. Sebastian Cabot.

These words occurred in yesterday's lesson, and to-day I call my "Review Orthography Class" to come provided with slates and pencils. I ask them questions somewhat in this style:

"Who discovered the continent of North America and when?"

When this question is answered, I next ask, "Who was his associate in the discovery?"

"Sebastian Cabot," is the answer, when I will say, "Very well; you may spell Sebastian Cabot."

In like manner I ask questions concerning the other words of the lesson. When any questions are not answered in a satisfactory manner I mark them with an interrogation point, as at No. 4 in the example, and to-morrow will bring up the same topic, always, however, telling the class which ones are to be re-reviewed.

When the class have written the entire list, I commence and correctly spell each word, allowing the class to correct *their own* slates (or manuscript), which is *then* left at my desk for inspection.

My reason for allowing pupils to thus correct their own mis-



takes is, that they *see* where they are wrong, and my subsequent inspection prevents any opportunity of fraud.

By this means I procure a most rigid review of each day's work, and, at the same time, have the satisfaction of knowing that when my pupils speak of an individual or locality, they are able to spell it.

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### GOOD CITIZENSHIP.\*

 MRS. EMMA MONT. McRAE.

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**O**FTENTIMES the overworked, underpaid, discouraged teacher, after listening to the fine-spun theories advanced by idealists, is prone to inquire, "What next?" Under the heavy burdens that many, I might say, all faithful teachers labor, it is not to be questioned that they are taxed beyond what they should be. Now the question arises, "Are their efforts directed in the channel which will bring the greatest good to the greatest number?" This is what education by the state should mean. Many and complex are the problems which our present state of society presents for solution. The solution of these becomes an educational question. In our extended and liberal system of education are we realizing as fully as is our privilege the growth of good citizenship? 'Tis true that Indiana has a proud record. Our advancement as a State in the last decade, at least, has been marvelous. I have seen the time, though not very old, when I was almost ashamed to say that I lived in Indiana. But within the last year it has been my privilege to be congratulated by people of many States as coming from a State whose educational exhibit ranked next to Massachusetts at the Centennial Exhibition at Philadelphia. If the Solons of our Legislative Assembly allow no hindrance, which I very much hope, a brighter future is before us.

When we consider the large amount of money expended in the prosecution of criminals and in their support; and, again, the large amounts necessary to support the philanthropic institutions for the deaf and dumb, blind, and insane, and another to be added soon for imbeciles, the question which is

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\* An address before the Delaware County Teachers' Association.

presented to every thoughtful teacher is, "What can this school do to decrease these various classes of unfortunates?" It is a wise and just philanthropy which lavishly expends vast treasure to protect society from the criminal class, and provides means of alleviation for the suffering of the afflicted classes. Is it not a pertinent question, "Are the schools doing all they can to decrease these classes?"

The general effect of a systematic course of training, however directed, must result in the development of a higher type of character. Every true idea left in a child's mind is just that much gold among the dross of his nature. But it is possible for one to have a mind well stored with facts, to have completed an extended curriculum, and yet not make a good, strong citizen. If the State does not reap, as a reward for its expenditure, the greatest good possible, there is still work for the teacher which as yet has not been fully done. It is not necessary that the teacher be an original thinker, but he should keep abreast of the times and aim to popularize among his pupils and patrons every genuine reform. Everything which lightens the burdens or takes the scales from the eyes of any human being, comes within the province of the teacher. It may be said by some teachers, "We already do all that we are able to do." Often I believe much of the overwork and meagre returns arise from a misconception of the province of the schools.

It is true that the criminal class draws its recruits largely from the illiterate mass of the people, but it must be conceded that the perpetrators of certain classes of offences, who make many homes desolate, have enjoyed the influence of the schools of the commonwealth. This is true in spite of the training received in school, not because of it. Can the work at present done be supplemented in such a way as to decrease these results? I believe it can. Much can be done by a careful, persistent example of truthfulness. This is often violated by the use of false and irrational methods of instruction. If we would educate children to love and appreciate truth, we must teach them what truth is and how it may be fostered. It is essential that all the future citizens of a country should be taught its laws and how those laws may be violated. There are underlying principles of justice the knowledge of which will go far towards making the

child intelligently recognize the rights of others. If the child presents an excuse to the teacher in which he has forged the name of his parent, he should be taught what forgery is, and what its penalty. Many times crimes of this class are committed at first through ignorance, and at length familiarity with the act takes away the realization of its enormity until some vast crime is committed which sinks a family to the lowest depths. Unless the school has made an attempt in this direction, it is culpable.

Again, many of the ills to which the human family is subjected arise from the ignorance of the laws which govern their physical natures. We are required to teach physiology in the public schools. How far it fails of its purposes we all know. With a so-called modesty akin to idiocy, we fail to teach the children the very things they most need to know. It is possible to reach the lowest immodesty in our attempts to be over nice. Good health is the birthright of every child born. If he is deprived of this boon, it is the result of some violated law of his immediate or remote ancestors. Whether these wrongs are to be added to and propagated still further depends, in a measure, upon the teacher. Many ways of performing duty in this direction will suggest themselves to the ingenious teacher. I am fully aware that I am treading on delicate ground, but still I must maintain that questions so vital to our happiness and well-being need but a heart thoroughly devoted to the interests of our common humanity and inspired by that nobility of spirit which every true teacher has, to accomplish much good in this direction. Often what cannot be accomplished through children can be done indirectly through the parents. Is it not criminal that fathers and mothers allow their sons and daughters to grow up and away from them ignorant of the common laws which govern their being? This legitimate knowledge, possessed of the charm of novelty, is obtained stealthily, whispered in the dark by lips robbed of their innocence by the neglected duty of their parents, their God-given teachers. We cannot expect to purify society until with an earnestness which comes with heart-felt conviction we lead the young lives entrusted to our care in the better way.

## THE SPELLING REFORM.

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SUF'T A. P. MARBLE, Worcester, Mass.

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**I**t is hard to spell English. Many good men make mistakes. Children spend a good deal of time in learning to spell; and after all they never learn to spell all the words in our language.

Some people are trying, therefore, to get up a new kind of spelling to avoid the difficulty. Eminent scholars have given their support to the plan; and a good deal of talk and a good deal of ink have already been expended on the subject. This may be an interesting way to spend one's leisure, if anybody has leisure to spend; but the attempt to provide a mode of spelling, ready made, must be abortive; and no possible and useful thing ought to be slighted in the pursuit of a chimera.

A language grows; it is never made. Spelling is a part of the language and must change by slow degrees. There is no language where the voice of hard spelling is not heard. No language since the creation ever had its spelling "reformed;" none ever will.

Time is wasted in learning to spell, they say; if we only had the reformed spelling, two years would be saved in the education of every child. Possibly; but we haven't got the reformed spelling.

Why not "reform" the irregular verbs? the derivatives, so that the same suffix will indicate the actor; the same suffix the object; and so on? And next, why not "reform" the modes and tenses of the verb? In this way two more years may perhaps be saved in the education of each child.

The whole language may next be "reformed," so that a child would know it at birth, and save in all six years of study. Let us memorialize Congress to appoint a commission to investigate this subject. Noted linguists might agree upon a perfect language—*might* agree—but who would adopt it and speak it? Was a language ever so adopted? One amateur said enthusiastically, We can give concerts; another said, yes; but who will take them?

If reformed spelling is to save two years' study, and reformed language four; then reformed arithmetic should save two, re-

formed geography two, reformed reading two, and we have fourteen years saved from a course of ten years—which ought to add four years to a person's life! By all means this subject should engage the attention of Congress at once.

How are such reforms as these usually received? The decimal system of money is vastly easier than the English system; but England for one hundred years has stuck to her *L. s. d.*, and yet the English are not a stupid people. The Metric system of weights and measures is much simpler than the one we use; but it is introduced very slowly. Both these changes are infinitely easier than the proposed change in spelling.


There is a good deal of inertia in human nature, and especially in the changes that go on in a language. Like friction, this inertia is sometimes troublesome; but we could not do without friction—nor without this inertia.

In this talk about saving time there is a great fallacy. Save all the time you will; yet the education of a child will take time. The mind must have time for growth, just as a plant must have time. The manure that would make a plant grow in no time would kill the plant; there would be no plant to grow. So with a child; the method of education that takes no time, would leave no mind.

However this may be, don't let the "reformed spelling" take any time from useful school work.—*The Educational Weekly*.

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### HOW TO GO TO SLEEP.

 BY HARRIET N. AUSTIN, M. D.

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THIS is a question which I wish no readers of this journal might have need to consider, but that when the time arrives and they retire, sleep should come to them as readily and surely as to the healthy and weary infant. However, if tired nature's sweet restorer has to be courted, how to do it effectually is worth studying. Something may be done beforehand in securing favorable conditions. The manual laborer, retiring with brain free, knows nothing after fairly landing in bed. The difficulty with the brain laborer is to get the brain free, or empty,



of thought. Too often such person knows more after going to bed than before; bright thoughts come easily, perplexing questions solve themselves, brilliant projects are born, but not of sober reason, and they are likely to vanish into thin air in actual living.

Time, and some sort of diversion, between responsible work, study, or solid reading, and retiring, will tend to empty the brain. Whatever diverts blood from that organ favors sleep. Sometimes a brisk but not fatiguing walk, bringing the blood to the external parts and to the extremities, helps. Increasing the circulation to the skin by a quick rubbing of the whole surface with a dry towel or the hands, is good; and if it can be done by an attendant, better. Riding or driving in the evening has a salutary effect. Baths may aid sleep, but space cannot be given in this number to a description of their administration, nor of the regulation of the dietary habits for the same purpose. But, briefly, the habit of taking the last meal (and eating nothing whatever afterwards) some hours, say four or five, before retiring, is beneficial. Tea drinking in the latter part of the day begets sleeplessness. Drug taking, of any sort, to induce sleep is deprecable; the end thereof is wretchedness. Whatever is decidedly exciting either to the intellectual faculties, the emotions, or the passions, is unfriendly to sleep.

[ Absence of light, and pure air are promotive of unbroken and refreshing sleep. Even in midwinter out-door air may be admitted to the sleeping room, if not directly, though an adjoining room, by a slightly-opened window; the temperature being modified, if practicable, by artificial heat. The seclusion of all noise, and a bed to one's self, are desirable when convenient. However, things cannot always be had at the best, and, fortunately, there is a large element of adaptability in our composition, enabling us to thrive on second or third-rate accommodations if we only have content therewith.

The best bed I know of is a good hair mattress upon a good wire mattress; and the poorest is of feathers. Pillows of hair, medium size; day-garments all removed; and, for cold weather, a warm gown,—wool or cotton flannel,—next the skin; and, if need be, outside of it another flannel one. Of all causes of wakefulness, lying cold is about the most disagreeable and harmful. To secure warmth, thickness of gowns is better than

great weight of bed clothes. But anything rather than lying cold,—jugs of hot water, a bed-fellow, even a feather-bed. The hour for retiring should be the same each night, and with persons who cannot readily fall asleep, I suspect it is well to allow half or three-quarters of an hour for settling up the last affairs of mind and heart. Being ready for sleep, take a comfortable position and persistently keep it. Turning, and tossing, and tumbling about rather increases nervousness than allays it. Resolutely holding yourself still, quiet, drowsiness, and sleep steal over you in consequence. If not, then hold the mind still. It is possible to stop thinking. To do so may be very difficult for one not practiced in it. Certainly it is easier to let the thoughts run on automatically, where they will, till away in the small hours, may be. But this unprofitable thinking should be taken under control. Fix the attention closely, and instantly a thought starts out, stop it short. If you relax your watchfulness in the least, the first you know thought will be galloping off in a new direction. But be not discouraged. Though so weary you scarce have the courage to try, nevertheless do try; by and by you will wake and find to your surprise that in that very effort you dropped off and have really slept. Then, without allowing the mind to become active, do the same thing again. This is my method.

One lady fixes her attention upon an imaginary small spot, a few inches in front of her forehead; one repeats continuously, "He giveth his beloved sleep." Everybody has heard about counting one's self to sleep. Carpenter mentions the plan of gently rubbing some part of the body, and also that of fixing the thought on the act of respiration, mentally following the air in its course through the passages down into the lungs, and out again. I suppose the process in all these methods is really the same: by an effort of the will the mind is taken off the subjects which have occupied it during the day, through holding the attention to some particular object. One writer gives this direction for inducing sleep: "Let the person breathe very quietly, rather deeply, and at intervals, but not long enough to cause the least feeling of uneasiness. In fine, let him imitate a person sleeping, and do it steadily for several minutes." To get up and stir about in the cool air, perhaps shaking up and making the bed, thus freshening it; to rub or bathe the skin; to lay a

wet napkin on the forehead,—any of these may be serviceable on occasion, though one would not wish to establish a habit of rising for these purposes. In truth, the better way is to secure such vigor and tranquillity of the nervous system that no reason shall exist for resorting to any of these expedients.—*Primary Teacher.*

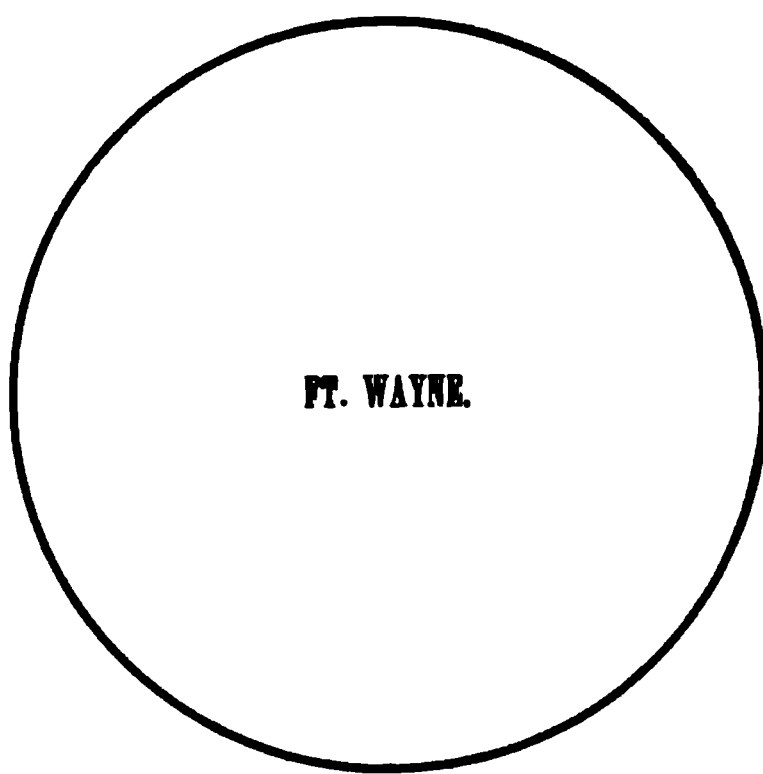
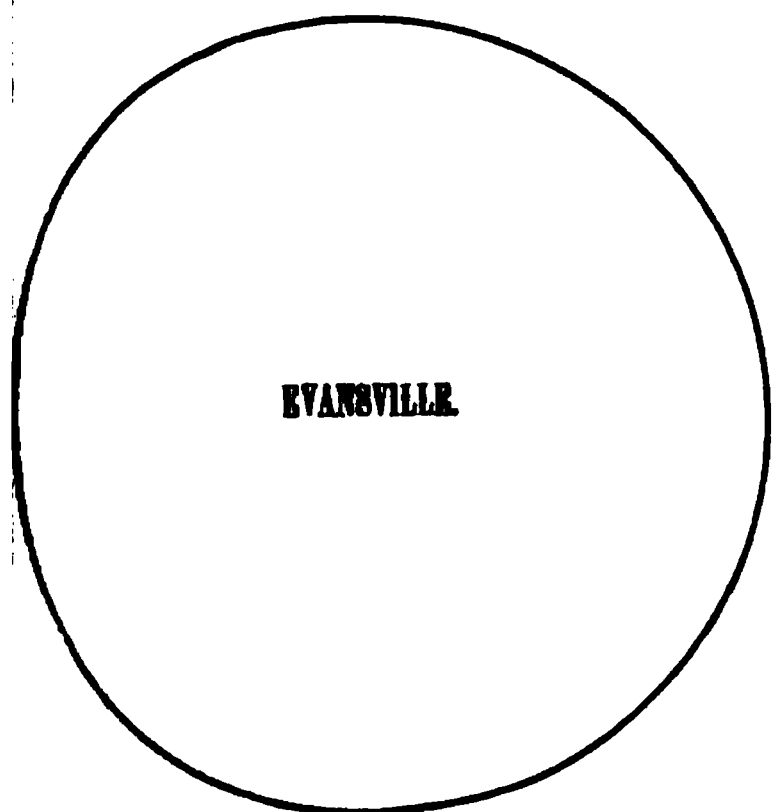
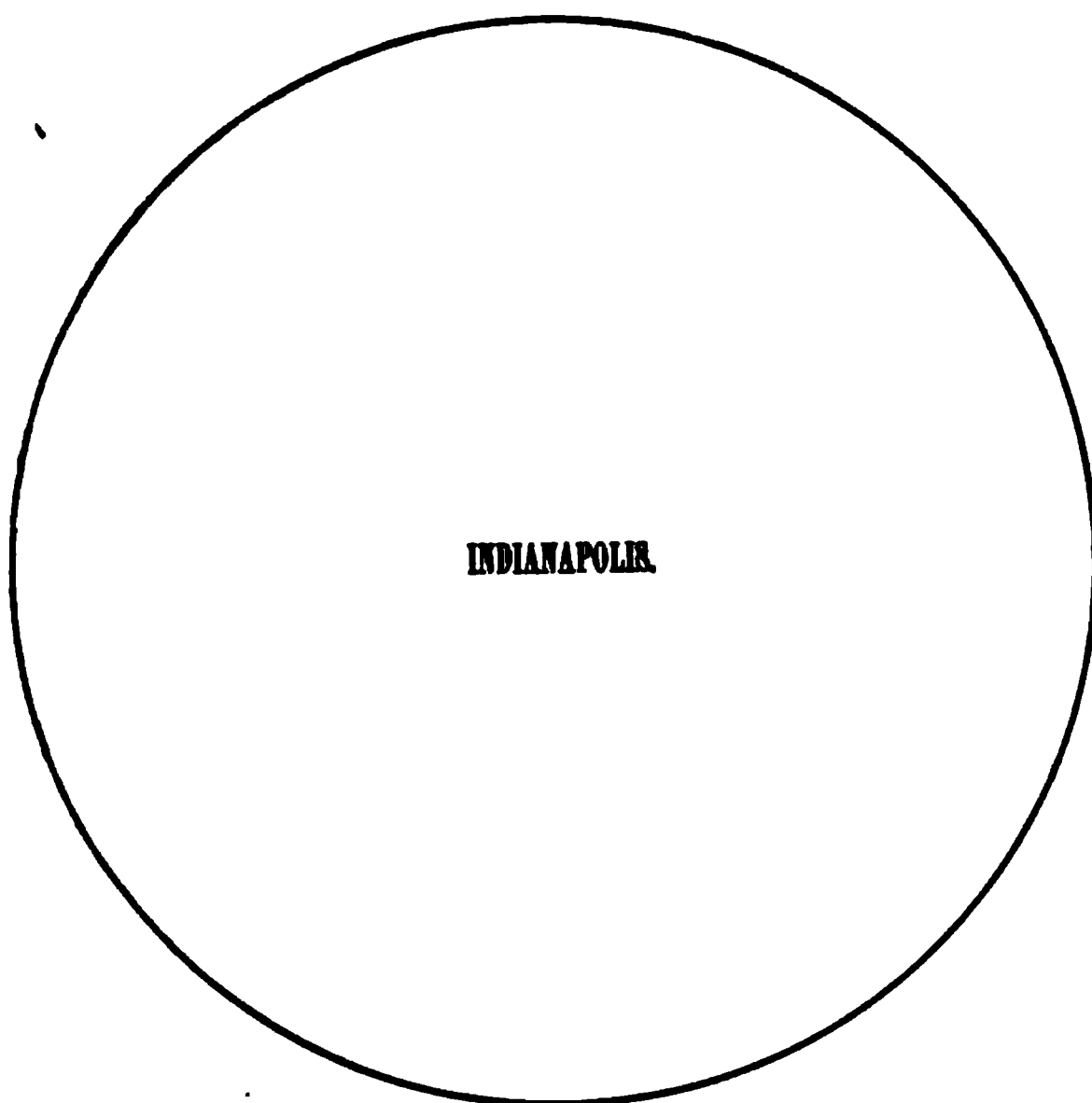
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**A LESSON FOR THE TIMES.**—Among the many eloquent passages in the inaugural address of Mr. Sabin, President of the Iowa State Teachers' Association, was the following, which should be repeated throughout the length and breadth of the land:

“Moral training in our schools should lead the young, as they approach mature years, to seek for work as one of the greatest blessings God has bestowed upon man. In no other way can our schools do so much to solve the question of tramps and vagabonds as by impressing, daily, upon the minds of the children the dignity of labor. It is one of the forgotten lessons of our fathers which this age has yet to learn. The most essential thing for a young man who has his way to make in the world, next to the grace of God, is the grace of hard work. The hand which shoves the plane, which swings the axe, which handles the plow, is as necessary to our perpetuity and progress as a people as the brain which writes our poetry or frames our laws.”

**WHAT SMOKING DOES FOR BOYS.**—A certain doctor, struck with the large number of boys under fifteen years of age whom he observed smoking, was led to inquire into the effect the habit had upon their general health. He took for this purpose thirty-eight boys, aged from nine to fifteen years, and carefully examined them; and in twenty-seven of them he discovered injurious traces of the habit. In twenty-two there were various disorders of the circulation and digestion, palpitation of the heart, and more or less marked taste for strong drink. In twelve there was frequent bleeding of the nose; ten had disturbed sleep, and twelve had slight ulceration of the mucous membrane of the mouth, which disappeared on ceasing from the use of tobacco for some days. Medical treatment was of little use till the smoking was discontinued, when health and strength were soon restored. This is no “old wife’s talk.” The facts are given under the authority of the *British Medical Journal*.







Terre Haute.



New Albany.



Lafayette.



Madison.



Richmond.



Logansport.



South Bend.



Vincennes.



Laporte.

Jeffersonville.

Valparaiso.

Michigan City.

Elkhart.

Pera.

Lawrenceburgh.

Muncie.

Crawfordsville.

Washington.

Aurora.

Columbus.

Greencastle.

Mt. Vernon

Goshen.

Seymour.

Huntington.

Kokomo.

Anderson.

Shelbyville.

Princeton.

Greensburg

Wabash.

Warsaw.

## POPULATION OF THE 87 LARGEST CITIES IN THE STATE.

The estimated population of the cities embraced in the following table was determined by finding the ratio between the census of 1870 and the school enumeration for the same year, and then applying the same ratio to the enumeration of 1878. The accuracy will depend upon the accuracy with which the school enumeration has been taken in the various cities. The table is taken from Superintendent Smart's last report. The cuts on the three preceding pages represent to the eye the relative sizes of most of these cities. These are also taken from the Superintendent's report:

| CITIES.             | Population.<br>1870. | Enumeration.<br>1870. | Ratio. | Enumeration.<br>1878. | Population.<br>1878. |
|---------------------|----------------------|-----------------------|--------|-----------------------|----------------------|
| Indianapolis.....   | 48,244               | 12,382                | 3.89   | 25,127                | 97,744               |
| Evansville.....     | 21,830               | 9,180                 | 2.38   | 12,888                | 30,573               |
| Fort Wayne.....     | 17,718               | 8,256                 | 2.14   | 11,306                | 24,194               |
| Terre Haute.....    | 16,103               | 5,182                 | 3.10   | 7,665                 | 23,761               |
| Lafayette.....      | 13,506               | 5,131                 | 2.63   | 6,114                 | 16,080               |
| Madison.....        | 10,709               | 4,447                 | 2.86   | 5,372                 | 15,369               |
| Logansport.....     | 8,950                | 2,367                 | 3.78   | 4,021                 | 15,199               |
| New Albany.....     | 15,397               | 7,114                 | 2.16   | 6,342                 | 13,698               |
| Richmond.....       | 9,449                | 3,515                 | 2.68   | 4,454                 | 12,036               |
| Laporte.....        | 6,581                | 1,757                 | 3.74   | 3,364                 | 11,581               |
| South Bend.....     | 7,206                | 2,304                 | 3.12   | 3,515                 | 10,966               |
| Jeffersonville..... | 7,254                | 2,149                 | 3.32   | 2,911                 | 9,664                |
| Vincennes.....      | 5,440                | 1,940                 | 2.80   | 3,392                 | 9,497                |
| Valparaiso.....     | 2,765                | 897                   | 3.08   | 2,272                 | 7,224                |
| Elkhart.....        | 3,265                | 875                   | 3.73   | 1,928                 | 7,191                |
| Crawfordsville..... | 3,701                | 955                   | 3.87   | 1,537                 | 5,948                |
| Michigan City.....  | 3,985                | 1,345                 | 2.88   | 1,057                 | 5,636                |
| Huntington.....     | 2,925                | 707                   | 4.12   | 1,273                 | 5,244                |
| Peru.....           | 3,617                | 1,276                 | 2.83   | 1,674                 | 4,737                |
| Washington.....     | 2,901                | 925                   | 3.13   | 1,467                 | 4,591                |
| Anderson.....       | 3,126                | 830                   | 3.76   | 1,203                 | 4,523                |
| Columbus.....       | 3,359                | 1,079                 | 3.11   | 1,436                 | 4,465                |
| Goshen.....         | 3,133                | 918                   | 3.41   | 1,294                 | 4,412                |
| Muncie.....         | 2,992                | 1,075                 | 2.78   | 1,550                 | 4,309                |
| Mt. Vernon.....     | 2,880                | 950                   | 3.03   | 1,336                 | 4,181                |
| Greencastle.....    | 3,227                | 1,093                 | 2.95   | 1,419                 | 4,180                |
| Princeton.....      | 1,847                | 564                   | 3.25   | 1,185                 | 3,851                |
| Plymouth.....       | 2,482                | 681                   | 3.64   | 1,036                 | 3,771                |
| Seymour.....        | 2,372                | 816                   | 2.90   | 1,282                 | 3,717                |
| Aurora.....         | 3,304                | 1,370                 | 2.39   | 1,454                 | 3,475                |
| Greensburg.....     | No offic'l           | 1,060                 | .....  | 1,163                 | 3,465                |
| Wabash.....         | 2,881                | 964                   | 2.98   | 1,146                 | 3,415                |
| Shelbyville.....    | 2,731                | 969                   | 2.81   | 1,191                 | 3,346                |
| Lawrenceburgh.....  | 3,159                | 1,527                 | 2.00   | 1,594                 | 3,188                |
| Kokomo.....         | 2,177                | 838                   | 2.59   | 1,261                 | 3,165                |
| Warsaw.....         | 2,206                | 774                   | 2.85   | 1,042                 | 2,969                |
| Lebanon.....        | 1,572                | 616                   | 2.55   | 1,022                 | 2,606                |

## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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PLEASE CHANGE MY JOURNAL.—At this season of the year the Editor receives many letters asking to have the address of the Journal changed. Such requests are always cheerfully granted; but it will save time and trouble to *both* parties if the writer will be careful to note both the old and the new post office, with the county in each case, and will remember that the notice should be received several days prior to the time for mailing, which takes place near the first of each month. Teachers who send in their requests for a change too late for the current mailing, can always have their Journal forwarded by writing to the *old* postmaster.

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### HIGHER FEMALE EDUCATION AT HARVARD.

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As is well known to many of our readers, the authorities of Harvard College have steadily refused to admit to its precious privileges all women who have applied for admission, no matter what their qualifications. A simple and ingenious scheme, which has been agitated for many months, has at last been perfected, by which the advantages of the University may be secured by young ladies who desire to explore the higher fields of education. Of course, the originators of the plan are women. Mrs. Louis Agassiz, Mrs. Arthur Gilman, Mrs. E. W. Gurney, Mrs. J. P. Cooke, Mrs. J. B. Greenough, Miss Alice Longfellow, and Miss Lillian Horsford, all of Cambridge, are its mothers. They will see that students who desire to avail themselves of this opportunity, secure suitable lodgings, and will assist them with advice and other friendly offices. It will also fall within their province to bring students and professors together, to arrange fees, and to provide a suitable place for recitation. Mr. Arthur Gilman, who is well known to the readers of our best periodical literature, will be secretary, and, in reality, chief executive officer. With the ladies, Mr. Gilman will constitute a board of management, whose supervision will be not compulsory,—in which respect it will differ from the regular Harvard,—but advisory.

The plan is to utilize the professors, the apparatus, the library of the University by allowing young women to have access thereto. A number of the professors have consented to give private tuition to all properly qualified young women who desire to pursue advanced studies at Harvard. Other professors, whose duties are such as to preclude *regular* work, will assist by advice and lectures. The professors, themselves, have given most cordial and encouraging approval to the scheme, and, thus, is half the battle won.

The college, as a college, will not recognize these intruders in any way, and the board of managers will have no power to confer degrees; but a brother and sister who have pursued the same studies through the high school, may both pass the same examination. *He* will enter the regular college classes; *she* may pursue the same studies, under the same teachers in the same town. A satisfactory completion of the course will entitle him to a parchment diploma and permission to write A. B. after his name; she will receive a *certificate* from the professors, saying that she has passed with credit the same course as that which gave her brother his degree.

The course to be pursued will be identical with that laid down by Harvard, and a young woman who desires to enter upon the regular college course must be qualified as the young men now are to enter the Freshman class. There will also be special courses, for admission to which an applicant will have to pass an examination in the branch she desires to take up, and *prove* that she is fitted to enter upon it with advantage.

The expense of tuition will be governed by the number of students. Its managers hope to make it fall within \$400 per year. At present, the college is only a plan. The next collegiate year will witness its inauguration, and whether it will prove a success only the future can determine. Oxford and Cambridge, in England, have recently done substantially what is proposed by our own Harvard.

What do we think of it? In the future, not very remote either, this Harvard College for Women will be wealthy, made so by the wills of childless old ladies and *liberal* minded men, with whom the higher education of women has been a pet scheme; there will be a *real* college building devoted to women right there at Cambridge; the authorities will be proud to recognize it as part of the University, and a graduate therefrom will receive something more than a "certificate" at the completion of the course.

We will only add, that information as to the qualifications required, with the names of instructors in any branch, may be obtained upon application to any of the ladies named above, or to Arthur Gilman, Cambridge, Mass. E.

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TREE PLANTING.—This is the time of year for transplanting trees, and the Journal wishes to renew a suggestion made several times before to teachers, viz. that they see to it that trees are planted on and about the school premises. There is no good reason why every school yard in the land should not be beautifully ornamented and shaded with trees within a few years. "Where there is a will there is a way;" and any teacher who has snap enough to teach

school can devise ways and means to bring about this most desirable end. While forest trees are the cheapest, they are, at the same time, the most desirable. Let every teacher see to it that at least a few trees are planted, trusting that if he does not reap the reward of his labors himself, coming generations of teachers and school children will be the happier for what he does. *He who plants a tree is a benefactor to posterity.*

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THE Southern Indiana Teachers' Association, recently held at Seymour, was large and enthusiastic, and is destined to become one of the permanent institutions of the state. It does not propose to antagonize in any way the State Association, but aims to carry the benefits of the association to those who will not come to it. All the leading spirits in the Southern Association are active members and earnest supporters of the State Association. The meeting at Seymour was still larger than the one a year ago at New Albany, the attendance being about 150.

The teachers attending the convention spent a half-day in visiting the Seymour schools. The schools proceeded with their ordinary work that visitors might see them in their true light. The universal verdict was very favorable to Sup't Caldwell and his excellent corps of teachers. The next meeting will be held at Bloomington, the seat of the State University.

*100 100 100 100 100*

### SCHOOL EXHIBITIONS.

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It is customary with many teachers to close their schools with a public exhibition. Whether such a course of procedure is wise or not depends upon (1) the character of the entertainment and (2) the manner in which it is gotten up. As a general rule, a public examination that will exhibit what the children have learned about their regular school studies, will be quite as gratifying to the patrons and very much more profitable to the school than the average exhibition. But if the exhibition is to be given, the exercises should be selected and assigned with care, and be prepared in the most thorough manner. Whatever is committed should be worth remembering and worth hearing. While a due proportion of humorous exercises is not only allowable but desirable, the teacher should see to it that nothing is admitted of a personal character, or that would offend good taste. Every exercise, whether original or committed, should be prepared in a most thorough manner. One piece well committed and well delivered, or one essay carefully studied and re-written, and re-re-written, will profit the performer more than a whole year's slipshod work. Teachers should remember that much, *very much* depends upon the delivery. An inferior selection or a common-place essay, *well delivered*, will please an audience better than a superior production poorly delivered. Boys and girls not accustomed to speak in public, need a great deal of special *drill* and help from the teacher.

The plan of devoting the last two or three weeks of school to preparing



for an exhibition is never justifiable. If a teacher has conducted the literary exercises during the term wisely and well, it will be an easy matter, at the close, to select from the work of the term what, with a little burnishing and arranging, will make a creditable entertainment. In this way the regular work of the school is not interrupted, and the performance becomes an actual exhibition of the work done in school.

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### A BEAUTIFUL TRIBUTE.

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On the 72d anniversary of Henry W. Longfellow's birth day, which occurred Feb. 27, 1879, the school children of Cambridge, Mass., presented him with an easy chair, made from the body of the Chestnut Tree celebrated in the poet's familiar poem, "The Village Blacksmith."

"Under the spreading chestnut tree,  
The village smithy stands,  
And the smith a mighty man is he  
With broad and sinewy hands."

The chair bears a small plate with this inscription:

"To the author of the 'Village Blacksmith' this chair, made from the wood of the spreading chestnut tree, is presented as an expression of grateful regard and veneration by the children of Cambridge, who with friends join in best wishes and congratulations on this anniversary. February 27, 1879."

The poem referred to was written over forty years ago, while Mr. Longfellow was yet a young man.

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### THE ELEMENTS OF WEAKNESS IN OUR SCHOOL WORK.

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The above was the subject of the Inaugural Address of T. J. Charlton, president of the Southern Teachers' Association recently held at Seymour. This address caused as much excitement and was as universally criticised as was that of Miss Kendall's condemning high schools, delivered at the same association a year ago. Several superintendents were very severe in their criticisms of the paper, and feared that it would do much harm by putting "a club in the hands of the enemies of public schools."

The principal element of weakness dwelt upon was that of unduly increasing the number of studies in the lower grades of schools. He names the legal branches and then says, "And yet we have introduced as many more into our lower grades, until the exact legal branches are lost sight of in this mass of rubbish." He says again, "I have heard a superintendent boast that in *his* schools each pupil recited in thirteen different branches daily."

The speaker criticised severely the habit of teaching spelling without the use of the spelling book, and some of the modern methods of teaching grammar, and defended strongly the unpretentious schools of "ye olden times."



The address closed with a vigorous and able defense of free public schools, including the high school.

That there is a *tendency* on the part of teachers and superintendents to adopt new and untried methods and to engraft new subjects, and that in a few of the larger cities too much time has been taken from the essential school branches and given to less important subjects, is doubtless true; but the same is not true of the masses of our schools, even in the cities.

The fault that the Journal has to find with the address is that it selects local faults and extreme cases, and then gives them a *general* application in such a way as to do the masses of the schools great injustice. A leading superintendent said: "In order to point out a few local faults, he has bespattered us all with mud." The Journal has an extensive acquaintance, and yet it does not know of a single system of schools in which each of the children has to recite in thirteen different branches each day, or in which the legal branches are lost sight of in a mass of rubbish.

Mr. Charlton is one of the best superintendents and one of the best fellows in the State, and the Journal does not believe that his views in regard to school matters differ materially from those of other good school men, and it regrets that in his address he gave his local illustrations such general application. The address was carefully prepared and delivered in an effective and pleasing manner.

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**SCHOOL LEGISLATION.**—In our last issue we expected to be able to give our readers this month the results of legislation on school matters, but the "Special Session" makes this impossible. Nothing of interest to teachers was done at the regular session, and so far (March 25) no bill has become a law that will hurt the schools. Several amendments have passed the House, one or two very bad ones; but the friends of the schools hope to kill them in the Senate. Among the amendments named above are one requiring that the county superintendents shall be appointed by the commissioners instead of by the trustees, as at present; one saying that the pay of the superintendents shall not be *less* than \$3 per day; one fixing the number of days for visiting schools at *three-fourths* the number of schools in the county; one providing that teachers shall pay an examination fee of \$1; one reducing the levy for current expenses to 10 cents on the \$100. The last and the most harmful passed the House only yesterday: it provides that teachers shall be elected by the people. Whether any of these bills will get through the Senate and become law is not known. The Senate, as a body, is very much more favorable to school interests than is the House. Superintendent Smart is doing everything in his power to protect the interests of the schools, and whatever may be the result, he will deserve much credit.

We are compelled to close our Editorial department now, but can keep our "Miscellany" open a few days yet. If anything of interest transpires in the meantime, it will be noted in that department.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MARCH, 1879.

#### WRITING—*Specimen of Penmanship.*

"Napoleon left Paris Nov. 16, 1807. Josephine accompanied him. At midnight of the 15th, at the close of a brilliant assembly in the Tuileries, he said, in retiring, to an attendant, 'Carriages at six, for Italy.' "

1. Draw a scale to mark the relative height, length, and spacing of the letters, and write on it the word "grappling." 10.
2. Give the principles of the plain capitals, and illustrate each by two letters. 10.
3. Describe the proper position of the pupil at the desk in writing. 10.
4. What use do you make of the blackboard in teaching writing? 10.
5. In what order would you endeavor to secure the following characteristics of writing—beauty, legibility, rapidity? Why? 10.

NOTE.—The applicant should then be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. What is the distinction between vowels and consonants? 10.
2. How many, and what sounds do *e* and *æ* represent? Represent each sound by the proper mark. 1 off for each error.
- 3 (a) How many and what sounds has *ch*?  
(b) Give an example of each. 2 pts., a=6; b=4.
4. Write phonically, with the proper mark, *leave, thief, said, again, Monday*. 5 pts., 2 each.
5. Write accent, and make the accented syllable in *maintenance, inquiry, industry*, and *frugality*. 1 off for each error.

NOTE.—Superintendent should pronounce ten words to the applicant, who should write them upon paper. 10 pts., 5 each.

## READING.

*Song of Steam.*

"Harness me down with your iron bands;  
Be sure of your curb and rein;  
For I scorn the power of your puny hands,  
As the tempest scorns the chain.

How I laughed as I lay concealed from sight  
For many a countless hour,  
At the childish boast of human might,  
And the pride of human power."

1. What words in the above selection would you require pupils to spell?  
What should determine your selection? 2 pts., 5 each.

2. Tell what directions you would give pupils for studying the words you have named. 10.

3. Write the words you have selected, phonically, using the notation of Webster. 10.

4. Tell what group of words you would utter as expressing one complex idea. 10.

5. What moral lessons can be developed from the above quotation? 10.

NOTE.—The applicant should be required to read a selection from a book: he should then be marked upon his reading from one to fifty, according to the value placed upon the performance by the superintendent.

ARITHMETIC.—1. Define a concrete number, and an abstract number. Give an example of each. 4 pts., 3, 3, 2, 2.

2. How much is  $5/6$  of a ton of coal worth, if  $17\frac{2}{3}$  tons are worth \$106? Proc. 5; ans. 5

3. What is the largest sized pitcher that will exactly measure the contents of each of four vessels which hold respectively 38, 36, 52, and 76 quarts? 10.

4. A jockey sold a horse for \$628.80, gaining 20 per cent; what did the horse cost him? By analysis. 2 pts., 5 anal, 5 ans.

5. In what time will \$900, at 6 per cent per annum, yield \$111 interest? Proc. 5; ans. 5.

6. Define (a) discount, (b) proceeds, and (c) payee as used in percentage?  $a=4$ ;  $b=4$ ;  $c=2$ .

7. What must be the face of a 90-day's note that, when discounted at 7 per cent, the proceeds may be \$500? Proc. 5; ans. 5.

8. At 32 cents a yard, what will it cost to fence a square plot containing an area of 3025 square rods? Proc. 5; ans. 5.

9. If 13 men can cut 364 cords of wood in 14 days by working 12 hours a day, how many hours must 15 men work to cut 810 cords in 36 days. By proportion. Proc. 5; ans. 5.

10. A cylinder is 20 in. long; the diameter of its base is 6 in.; what are the contents? Proc. 6; ans. 4.

**GEOGRAPHY.**—1. What is the shape of the earth? Give three reasons for your opinion. 1. 3. 3. 3.

2. What is meant by the expression  $41^{\circ} 29' 38''$  N.? Write out your answer in full. 10.

3. What are the trade winds? 10.

4. If a bird should fly in a direct line from Behring's Straits to Rio Janeiro, over what five countries would it pass? 5 pts., 2 each.

5. Why is the rain-fall heavy in Brazil, and almost nothing in Sahara? 10.

6. Name five causes upon which climate depend. 5 pts., 2 each.

7. What is the difference between the capital of a country and its metropolis? 10.

8. How is an iceberg formed? 10.

9. Name three isthmuses, and tell what countries they respectively connect. 9 pts.,  $1\frac{1}{2}$  off for each omitted.

10. Name and locate the capitals of the following countries: Japan, China, Brazil, Bavaria, and Belgium. 10 pts., 1 each.

**GRAMMAR.**—1. What is an abstract noun? Use one as the subject of a sentence. 2 pts., 5 each.

2. An infinitive used as a noun may have what cases? Illustrate. 2 pts., 5 each.

3. Write a sentence containing a pronoun used independently, and one used as an appositive. 10.

4. Give the passive participles of sing, lay, draw. 4 off for each error.

5. Parse the nouns in "What is my being's noblest end?" 10.

6. Write a sentence containing a verbal noun in the objective case. 10.

7. Give the mode, tense, and government of the verbs in "To be good, is to be happy." 10.

8. Analyze the sentence: "The superintendent's asking such a question was a surprise to me." 10.

9. Write a compound sentence, a complex. 10.

10. What is the distinction between conjunctions and connectives? 10.

**HISTORY.**—1. What was the Stamp Act of 1765, and why was it repealed? 2 pts., 5 each.

2. Who was Alexander Hamilton? 10.

3. What important events in the War of the Revolution took place within New Jersey? 10.

4. What was "The Nullification Doctrine" of 1832? 10.

5. What was "The Fugitive Slave Law," and for what purpose, was it enacted? 2 pts., 5 each.

6. When and where was the first steam railroad constructed in this country? 2 pts., 5 each.

7. State five important facts in the early history of Indiana. 5 pts., 2 each.

8. State two prominent causes of the annexation of Texas.

2 pts., 5 each.

9. What was the U. S. Electoral Commission of 1877, and why was it created?

2 pts., 5 each.

10. What was "the Kansas-Nebraska Bill" of 1854?

10.

PHYSIOLOGY.—1. Why are the bones of children less easily broken than those of adults?

10.

2. What is the use of the synovial fluid, and how is it supplied?

2 pts., 5 each.

3. What is the chief function of the muscles?

10.

4. What is chyle, and where is it formed?

2 pts., 5 each.

5. (a) What effect has exercise upon the quantity of food required?

(b) Why?

2 pts., a=4; b=6.

6. What is the distinction between veins and arteries?

10.

7. Why is the blood in the veins of the arm of a darker color than that in the arteries?

10.

8. What is meant by respiration, and what is its chief function?

2 pts., 5 each.

9. Why should food be thoroughly masticated?

10.

10. Why are scrapers and door mats necessary to the health of pupils?

10.

THEORY AND PRACTICE.—1. What is meant by teaching a rule or a definition inductively? Give an example.

2 pts., 5 each.

2. Give two advantages secured by the promiscuous method of calling upon pupils to recite.

2 pts., 5 each.

3. What should the teacher's daily preparation for teaching include?

Give two or more items.

10.

4. Which is more important in moral training, the teacher's personal character or the moral instruction which he imparts? Give two reasons for your answer.

3 pts., 4. 3. 3.

5. What would be a natural punishment for tardiness? For profanity on the play-grounds?

2 pts., 5 each.

F. M. HUFF is getting ready for a good educational exhibit at the Huntington county fair next fall. It is to be hoped that county superintendents will at once look to this exhibition matter, as it will soon be too late.

THE National Educational Association will meet in Philadelphia July 29. The programme is well under headway, and a strong effort is being made to get greatly reduced rates on the railroads. The President, John Hancock, of Dayton, Ohio, will leave no stone unturned to make the meeting a great success.

CONNERSVILLE.—The schools which have been under the supervision of J. L. Rippetoe for the last eight years, or thereabouts, are reported in excellent working order.

## SOUTHERN INDIANA TEACHERS' ASSOCIATION.

## ABSTRACT OF THE PROCEEDINGS.

The following report is not so full as the Editor hoped to publish, but a press of other work prevented the secretary from furnishing a fuller account.—Ed.]

On Wednesday evening, March 19, a social was held in the parlors of the Hotel Jonas.

Thursday morning was spent in a visit to the Seymour schools. The teachers seemed well pleased with what they saw.

The Association was called to order at 2 P. M., by T. J. Charlton.

The following officers were appointed by the Association:

*Railroad Secretary*—S. H. Hastings.

*Assistant Recording Secretary*—Miss J. M. Brand.

*Enrolling Secretaries*—J. C. Chilton and L. G. Alford.

Afternoon—Paper, "Our S. I. A.," by J. R. Trisler, Sup't of Lawrenceburgh schools. Discussion of paper opened by J. A. Wood, Superintendent Salem schools, who stated that the S. I. T. A. might be favorably compared to the *Eddystone Light House*, either being a guiding star, and that the Association could be made very interesting by the teachers, if each would take an active part.

The above was also discussed by J. C. Chilton, Prin. Orleans schools. He thought the Association could be made very profitable if teachers would manifest interest in the growth of the Association, and also in the welfare of their fellow teachers.

The paper was then ably discussed by Mitchell and Prichard; after which it was moved and seconded to have a recess of ten minutes.

"The power of concentrated effort in the school room," by Belle Fleming, of Vincennes High School—proved that the teacher, in order to be successful, must have an object in view. Everything undertaken must be accomplished by constant application. Did not believe that daily papers should be banished from the school room.

The leaders on the discussion being absent, it was left to the Institute. It was discussed by W. A. Bell, Lemuel Moss, and J. M. Olcott.

The following committees were appointed:

*On Nominating Officers*—Alice Smith, Maggie Beck, J. P. Funk, Emma Whitaker, Miss M. H. McCalla, J. M. Bloss, D. E. Hunter, R. A. Ogg, S. W. Prichard.

*On Resolutions*—Messrs. Bell, Wallace, Townsend, Wood, Goodwin, and Misses Armstrong, Fleming, Schindler and Caldwell.

*Evening Session.*—Address of Welcome by Hon. William K. Marshall, of Seymour. Response by H. B. Jacobs, retiring president.

Inaugural address by T. J. Charlton, Sup't of Vincennes schools.

*Friday Morning.*—Paper: "Education and Citizenship," by J. A. Beattie, Pres. Bedford College—pupils should be prepared for the various positions to which they may be chosen. A child's surroundings, to a certain extent, mould the citizen; the instruction received by parents, teachers, state, etc.

A very interesting discussion followed, by J. T. Smith, New Albany, and D. E. Hunter, Washington.

"How to improve the country schools," by J. M. Wallace, superintendent of Bartholomew county. He gave his opinion as to what may be considered a desirable location for a school building, a description of the teacher to be selected as a fit model for children to imitate, etc.

A very interesting discussion followed, by H. B. Hill, superintendent of Dearborn county, and other members of the Institute.

*Friday Afternoon.*—The report of committee on officers was as follows:

*President*—J. Caldwell, of Seymour.

*Vice Presidents*—J. A. Beattie, G. P. Weaver, J. A. Wood, A. C. Goodwin, J. M. Wallace, D. F. Lemmon, Miss Duna, Miss Fawcett, R. Turner.

*Recording Secretary*—Mrs. Plummer.

*Permanent Secretary*—J. R. Weathers.

*Executive Committee*—J. C. Chilton, chairman; J. R. Trisler, J. M. Bloss, Lemuel Moss, T. J. Charlton, R. A. Townsend.

Address: "How can a liberal education become general?" by Lemuel Moss, LL. D., President of Indiana State University. Our schools are instruments or tools by which we accomplish something, not by having lengthy programmes but good results. Thought if we could send pupils out into the world thirsting to know, we have accomplished the greater part of our work. A liberal education may be had by every one, whatever may be the station in life, and all public men and women should impress it upon the minds of those who are not enlightened. Applause.

After recess, J. M. Bloss read a paper on "High Schools," which was discussed by Geo. P. Weaver, Dr. Moss, and Dr. White.

*Evening Session.*—The Chairman of the Committee on Resolutions reported resolutions thanking railroad companies for favors extended to teachers; also to citizens of Seymour; also to pupils of high school for music furnished.

Lecture by Dr. White, president of Purdue University.

Adjourned to meet at Bloomington March 17, 18, and 19, 1880.

J. R. TRISLER, Secretary.

THE management of the Chicago Weekly Journal, in establishing and maintaining an Educational Department, and in employing an educational man to take special charge of this department, is doing a good thing for the cause of education, and we hope for itself at the same time. W. P. Jones is the efficient editor of this department

THE spring term of the State Normal began March 27.



## SPECIAL NOTICE.

The law requires the State Superintendent to distribute to the various counties a certain number of copies of the Biennial Report. Only a limited number of the Reports can be furnished to each county. These have already been sent to the County Superintendents for distribution. Teachers and school officers who desire a copy of the Report are respectfully referred to the County Superintendent.

J. H. SMART, S. S. P. I.

QUERIES.—1. C and D trade sheep. C has 25 sheep more than D; each of D's sheep is worth  $\$1\frac{1}{2}$  more than C's. C appraises his at  $\$6$  each, and receives  $\$100$  to boot: how many sheep has each?

2.  $\$480\frac{1}{2}$  buy 113 yards of cloth  $9\text{--}4$  of a yard broad; how much will  $6\frac{1}{2}$  yards of the same kind, only  $7\text{--}4$  of a yard wide, cost?

3. A company of 48 persons consists of men, women, and children. There are 5 men more than women, and 10 children less than grown persons: how many men, women, and children are in the company?

4. A farmer, having a piece of land 10 rods wide at one end, 20 rods wide at the other, and 80 rods on each side, wishes to have it divided into two equal parts. How far from either end will the dividing line be, and what will be its length?

5. Analyze the following sentence and parse the italicized words: "None can resist that mortal *diut save he* who reigns above."

6. Give a rule for finding the length of a degree of longitude in any latitude.

ANSWER TO QUERY.—*Query*: A pole 78 feet in length was broken into two parts— $9\text{--}8$  of the top+12 feet is  $1\frac{1}{2}$  times the bottom. What is the length of each part of the pole?

*Ans.* I. E. Brokaw, of McCordsville, and W. M. P., of Needham, each gave a correct algebraic solution. John H. Lenhart, of Decatur, gives the following arithmetical solution:

$\frac{1}{2}$  of top of pole+12 ft.= $1\frac{1}{2}$  times the bottom,  
and  $1\frac{1}{2}=\frac{3}{2}$ . Then,

$\frac{1}{2}$  of bottom= $\frac{1}{2}$  of top+12 ft., and

$\frac{1}{2}$  of bottom= $\frac{1}{2}$  top+12 ft.= $\frac{1}{2}$  ft.+1 ft., and

12

$\frac{1}{2}$  of bottom= $(\frac{1}{2}+1)\times 8=\frac{3}{2}\times 8$  ft.= $\frac{3}{2}\times 8$  ft., and

$\frac{1}{2}$  of top+8 ft.= $\frac{3}{2}$  of bottom, and

$\frac{1}{2}$  of top+ $\frac{3}{2}$  of bottom 78 ft.—8 ft.=70 feet, thus

$\frac{1}{2}+\frac{3}{2}=\frac{4}{2}=2=70$  ft. ~~■~~

$\frac{1}{2}=35$  ft. ~~■~~

$\frac{3}{2}=40$  feet, length of top, and

78 ft.—40 ft.=38 feet, length of the bottom.



SCHOOL LEGISLATION.

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Since closing our editorial department, the Legislature has passed the bill Codifying the School Laws, with a few amendments, the principal of which are as follows: (1) County superintendents shall be paid, at the discretion of the commissioners, *not less* than \$3 per day. The commissioners may leave it \$4, the present price, or may pay even more, but cannot go below \$3. (2) Teachers hereafter will be obliged to pay \$1 as an examination fee; the superintendent gets this, but does not receive any *per diem* for time spent in examining. (3) The commissioners can restrict the number of days the superintendent spends in visiting schools to any number *not less than three-fourths the number of schools in the county*. The present law says not less than the whole number of schools in the county. (4) School books now in use cannot be changed till the end of the time for which they were adopted, and then all adoptions must be for *ten years*. To change books at any other time takes a unanimous vote of the school board. (5) School furniture cannot be changed oftener than once in ten years,—whatever that means. Both the last provisions apply to cities as well as to the country. (6) The special school tax for general purposes is reduced from 50 cents on the \$100 to 35 cents, except that corporations in debt may add an additional 15 cents for the purposes of paying said debt. (7) The special tax for tuition purposes is reduced from 25 cents to 20 cents.

A vigorous effort was made to change the appointing power of county superintendents from the trustees to the commissioners, but failed. Both the Senate and House of Representatives voted to change the mode of appointing teachers—to take it from the trustees and give it to the people, allowing women as well as men to vote; but as these votes were on different bills, the measure failed. An emergency clause causes the above amendments to go into *immediate* effect. Further mention of the new amendments and of the bills that failed, will be found in next month's Journal.

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THE Jefferson county institute which was held last summer was one of the largest and one of the best institutes ever held in the county. Profs. Bond and Tingley were the principal instructors. At the close, Sup't Pritchard received a fine gold-headed cane, and the secretary, Miss Lydia Middleton, received a gold pen and case, as remembrances from the teachers. The Journal would have published a fuller report had the one ordered to be sent ever reached its destination.

PORTLAND.—Report of public schools for month ending March 4. Enrolled, 283; belonging, 249; per cent of attendance, 88.8; number present every day, 67; number pupils tardy, 10; number neither absent nor tardy, 65; number visits to schools, 47. This shows a decrease in cases of tardiness over the previous month of 6, and over the corresponding month of last year of 53. Wm. C. Hastings is superintendent.

**CRAWFORDSVILLE.**—A Public Oral Examination of Schools was held on the 27th and 28th of March. Committees were appointed by the board for the purpose of witnessing the examinations and reporting criticisms. An exhibit of mechanical school work was prepared by the superintendent. Fully one thousand of the best citizens visited the schools and inspected the work of pupils. Many persons who had not been inside a school room for years were present. One lady had not visited a school nor been inside a school house for fifty-six years previous to this. Great interest was manifested and unusual pleasure expressed by visitors. W. T. Fry is the superintendent.

**HUNTINGTON.**—City school report for the month ending February 28, 1879. Number enrolled, 592; average belonging, 514; average daily attendance, 491; per cent of attendance, 95.5; number of cases of tardiness, 4; number of visitors this month, 1,534; number of pupils who have not been absent this year (6 months), 127. The following grades have not had a single case of tardiness this year: High School grades B, C, D. Elementary grades A, B, C, D. Jas. Baldwin is superintendent.

**PURDUE UNIVERSITY.**—The Fourth Annual Report of Purdue University shows the school in a healthy and growing condition. There has been a steady increase in the number of students attending each year since the college opened. All the different departments are "well manned" and in excellent working order. The financial condition of Purdue is not equaled by any other college in the state. The treasurer has in either State or United States Bonds, over \$320,000. President White seems to be giving excellent satisfaction to all parties concerned.

**UNION CHRISTIAN COLLEGE**, at Merom, Ind., has opened its spring term with an increased attendance. It always does good work. Rev. T. C. Smith is president.

Prof. John E. Earp, of Asbury University, delivered an address at the College Association, Dec. 27, 1878, on "The Natural Method in Language," and has since published it in pamphlet form. It contains many valuable ideas.

**R. SPEAR** will open a ten-weeks' normal at Patricksburg, Owen county, April 7.

Prof. L. S. Thompson, of Purdue University, will open his fourth summer school of Drawing and Penmanship in the University building July 7, and continue four weeks.

THE spring term of the national normal school, at Lebanon, Ohio, opened April 1. The enrollment of this school last year was 1,473.

"The Electric Pen" is the name of a new weekly paper published by the Orleans high school. Its pages are filled with useful matter.

**JOHN PENNINGTON** will open the fourth annual term of the Westfield normal July 21, to continue five weeks.

THE twenty-fourth session of the Valparaiso normal school will open April 15. According to all reports, the prosperity of this school is unabated, and the prospects for the future are not only good but flattering.

THE Central Normal School, at Ladoga, will open its spring term April 22. This school, in addition to the work usually done in such schools, makes a specialty of preparing students for college. This peculiar feature ought to make the school popular and prosperous.

THE next State Teachers' Association will be held in Indianapolis. Hall-rent free.

W. IRELAN will open the spring term of the Burnettsville high school and normal institute April 7.

"*The School World*" is the name of a new educational paper started in St. Louis January, 1879. It is edited by Charles H. Evans, and devoted especially to higher education, music, and art.

KOERNER & GOODIER'S Business College, Indianapolis, is one among the best of its kind in the country.

"*Our School*" is the name of a new eight-page, three-column educational monthly issued at Lawrence, Kansas, by C. F. Forbes.

THE New London High and Normal School will begin its spring term, of 10 weeks, April 7. H. G. Woody is principal.

Van Antwerp, Bragg, & Co.'s new catalogue of their educational series of school books is a beautiful piece of workmanship.

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## PERSONAL.

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W. F. Harper, late prin. of the Cen. Nor. at Danville, who so mysteriously disappeared last fall, has not yet been heard from. At the time of the disappearance various theories were suggested, but his personal friends and the special friends of the normal held and promulgated the idea that he had been murdered—this was the opinion of the "Citizens' Committee" appointed to investigate and report. The Journal, in commenting on the affair at the time, expressed very serious doubts as to the correctness of this theory. The prevailing opinion now seems to be that Prof. Harper is not dead, and that his father and immediate relatives know of his whereabouts. The efforts put forth to find him, and the anxiety manifested, have not been such as to secure help and inspire sympathy. The new theories in regard to the disappearance are of such a nature and so ethereal that we do not deem it wise to give them credence or publicity.

F. P. Adams, the successor of W. F. Harper in the Central Normal at Danville, Ind., according to reports, has proven himself master of the situation. He was called to the position in what seemed a calamity, and yet the school has moved steadily forward.

Lee Ault, formerly superintendent of the Winchester schools, will have charge of those at Hagerstown next year.

J. C. Chilton, superintendent of the Orleans schools, will engage to do institute work the coming season, giving special attention to the natural sciences.

Miss Helen Hoadly, a lady well and favorably known as a teacher in this state, has been recently elected principal of the Hampden Sidney School, for girls, in Knoxville, Tenn., and has accepted the place.

J. W. Caldwell, superintendent of the Seymour schools, was called upon the rostrum at the close of the inaugural address of Sup't Charlton, at the Seymour meeting, and was much surprised to have a large gold-headed cane brandished in front of him. The cane was a present from teachers and pupils. Mr. Caldwell was taken completely by surprise, and found some trouble in finding words to fitly express his appreciation of the honor conferred.

We clip the following from an Ohio paper: "Prof. A. Blunt, of Goshea, Ind., gave a very lengthy but equally interesting lecture on the subject of education, at Woodruff's Hall, last Thursday evening. He spent Friday visiting our schools, and giving useful advice and information. He is among the first educators of the Hoosier State, and his experience as a teacher enables him to treat the subject of education in a masterly manner.

The President has appointed Andrew D. White, Pres. of Cornell University, Minister to Germany, to fill the vacancy caused by the death of Bayard Taylor.

Just as we go to press we learn, by a newspaper item, of the death of W. P. Smith, superintendent of Hancock county. His funeral took place March 27. Mr. Smith was a graduate of the State Normal school, and was one of the most efficient county superintendents in the state.

Morgan Caraway, after closing his school at Perrysville, will take the field as state agent for Zell's Condensed Encyclopedia.

R. A. Ogg opened a normal in Mitchell March 24, to continue 11 weeks.

D. Moury is now in Texas, locating lands for himself and friends. We hope that the "Lone Star" state will not prove so attractive as to cause Indiana to lose one of its best county superintendents.

S. S. Hamill's first course of lessons on elocution to the students of the Law Department of Michigan University, was so entirely satisfactory that he was immediately re-engaged to deliver a second course.

L. B. Swift, sup't of the Laporte schools, has declared his intention to leave the profession of teaching at the close of the present school year to engage in that of law.

Rev. Jas. De Koven, D. D., President, or Warden, of Racine College, died of apoplexy, March 19. For twenty years Dr. De Koven presided over Racine College with rare ability.

BOOK TABLE.

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FORBRIGER'S PATÉNT DRAWING TABLETS. Cincinnati: Jones Bros. & Co.  
Indianapolis: J. M. Olcott.

The subject of drawing is beginning to assume an important place in our educational system. It is no longer looked upon, by the thoughtful, as a merely *ornamental* branch of study, but is taking its place among practical things to be learned. The training of the eye, the skill of the hand, and the cultivation of the taste acquired by drawing will be of great value to any person, male or female, in almost any department of life. The Journal agrees that but little if any time should be taken from what are usually denominated the fundamental branches of study and given to this; but, at the same time, it insists that a little time each day given to this will serve as a rest from the other studies and not detract from them. It simply insists that the time formerly *stolen* by the boys and girls and spent in making grotesque pictures on their slates, shall now be spent under the direction of the teacher, in such a manner as to make the play useful. The characteristic feature of this system is that the sheets of the tablet are so fastened together that it hides from the pupils all advance lessons, and leaves for inspection only the lesson in hand. In this way there is kept up a constant expectancy, and the charm of novelty is sustained to the end of the book.

The lessons are simple, well graded, systematic, always building up designs from simple elements. There are four blocks, or tablets, corresponding to books in other series, and an excellent "Teachers' Manual," or guide accompanying each. The first year's work in drawing is very much simplified by a series of stigmographical exercises for slate work. John M. Olcott, Indianapolis, will answer all inquiries.

A LECTURE, by Wm. P. Atkinson, Professor of English and History in the Massachusetts Institute of Technology, on THE RIGHT USE OF BOOKS, is published by Roberts Brothers, of Boston. The line of thought in the lecture is one which has been followed in several articles on Reading, published in this *Journal*. The lecture cannot fail to recommend itself to every thoughtful teacher who believes that when he has taught his pupils *what to read* and *how to read*, he has made them masters of tools with which they may build for themselves enduring habitations. The lecture could be read with profit by every teacher in the state.

*Insurance Rough Notes*, is the name of a little 4-page, 3-column paper, devoted chiefly to insurance matters, started recently by Dr. H. C. Martin and J. T. Downey, of Indianapolis. Your address and a *one-cent* stamp will bring you a sample copy.

*The Indiana Farmer*, edited and published in Indianapolis by Kingsley & Connor is one of the best agricultural papers published, and should be in the hands of every Indiana farmer.

ILLUSTRATED HISTORY OF INDIANA, edited and revised by W. S. Haymond. Indianapolis: S. L. Morrow & Co.

This work, covering nearly 800 pages, gives a full history of the State from the earliest discoveries down to 1879. Besides the general history of the State, special histories of the separate counties and more important cities are given. It contains a large number of sketches and portraits. The first edition of this book was very much marred by the insertion not always of the most noted persons, but of those who were willing to pay to see their faces in a book; and the histories of various places and institutions were extended and emphasized in proportion to the pay received.

This *third* edition, in the hands of a new management, has remedied many of these defects, corrected numerous mistakes, and added about 100 pages of new matter. The book will be found very valuable to any one interested in the history of the "Hoosier State."

THE PROGRESSIVE GLEE AND CHORUS BOOK, by George B. Loomis. New York: Ivison, Blakeman, Taylor, & Co. Edward Cook, 133 State street, Chicago, western agent.

The author of the above book has been teacher of vocal music in the Indianapolis schools for ten years past and is noted, not particularly for his singing, but for his excellent musical taste, and for his knowing *what* to teach and *how* to teach children. Children's voices are often ruined by injudicious teachers who mistake *noise* for music. Mr. Loomis's "Progressive Music Lessons," consisting of four little books, constitute the best common school course in music, known to the writer.

This fifth book follows the series, and presents the subject in a progressive manner, and yet it is independent and may be used in high school or academy. The music consists chiefly of selections from the best German, English, and Italian authors, adapted for advanced singing classes. The music is not too difficult, and is worth learning. Many of the songs have been translated and arranged especially for this book, and their character will heartily commend them to those who desire to go beyond what is merely superficial and transitory.

OUR WORLD; or, First Lessons in Geography, by Mary L. Hall. Boston: Ginn & Heath. Western office, 46 Madison St., Chicago.

We have examined the book mentioned above with unusual pleasure, because we found so much to admire and so little to object to. In advanced geographies there is usually but little choice, but in primary geographies there is a vast difference. In this instance, the book is primary not simply in *size*, but in both its matter and its method. The author, being an experienced teacher and knowing that nothing else delights children so much as *stories*, has arranged in story-form those facts in geography that children can most easily understand and learn. Any one engaged in teaching oral geography will find many valuable suggestions in this little book.

THE April number of *The North American Review* opens with an article entitled "Retribution in Politics," by ex-Gov. Hendricks. It is intended as a reply to the charges which Senator Blaine, in the March issue, made against the southern wing of the Democratic party. The second paper is on "The Public Schools of England," and is by Thomas Hughes, author of "Tom, Brown at Rugby." The object of the writer is to show the need of establishing in the United States educational institutions similar to those in England. Next follows a contribution on "German Socialism in America," by an anonymous writer. It embraces a large number of statistics of the origin and progress of socialism in this country that have never before been published. The fourth article is by Henry James, Jr., and is entitled "A Friend of Lord Byron." It reviews the recently published memoir of the Reverend Francis Hodgson, and notices the Byron scandal. "The Census of 1880," by George Walker, offers suggestions as to the best means of taking the national census. The sixth article is a plea for the Indians, by the noted Nez Perces chief, Joseph, with an introduction by Bishop Hare. W. W. Story, poet and sculptor, concludes his discussion of "The Pronunciation of the Latin Language." "Hartmann's Religion of the Future," is the subject of a treatise by M. A. Hardaker. Published at 551 Broadway, New York.

SHAKSPEARE, with notes by Wm. J. Rolfe. New York: Harper & Brothers. A. C. Shortridge, Indianapolis, agent for Indiana.

The Harpers have undertaken an excellent work in the preparation of an edition of the English classics, in convenient form and in all respects adapted to school use. Twelve of Shakspeare's plays have already been issued in separate volumes, and others will follow soon. Each of these plays is preceded by an introduction containing the "History of the Play," the "Sources of the Plot," and "Critical comments on the Play," and is followed by extensive notes and explanations of words and phrases not now in common use. The text is pure and expurgated, and in beautiful type. We know of no other edition of Shakspeare that we value so highly.

ZELL'S CONDENSED CYCLOPEDIA, in one volume. Cline & Caraway, Perrysville, Ind., agents for Indiana.

This volume consists of nearly one thousand double-column pages, and contains a vast deal of valuable information. It covers all fields of knowledge—biography, geography, science. Teachers will find much in it to help them. Next to an unabridged dictionary, if a more extensive cyclopedia cannot be afforded, this book is most desirable.

THOUGHT AND EXPRESSION; or, The Child's First Book in Written Language, by Samuel S. Greene. Philadelphia: Cowperthwait & Co. F. S. Belden, 25 Washington st., Chicago, western agent.

This little book, of only about 100 pages, is by the author of Greene's Grammar, but it is independent of all grammars and may precede any. The fundamental idea of the book is to teach the written language from the start as *the expression of thought*. It is full of new ideas, excellent suggestions, and practical methods. Nothing in its line so good has come to our notice. Every primary teacher should see it.



A FONETIC FURST REDUR, Printed in the Alfabet and Speling ov the Speling Reform Asoshiashun, bi T. R. Vickroy. Cincinnati: Van Antwerp, Bragg, & Co.

This little book has been prepared with care, and will be of special interest to those interested in the spelling reform.

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## BUSINESS NOTICES.

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**SPECIAL OFFER.**—Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and May 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map.

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## SQUARE AND CUBE ROOT,

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**VACATION PARTY TO EUROPE, July and August, 1879—Third Year—**Send postal card for circular of *Trip to Europe*, planned especially for teachers. Unusual inducements. Mr. Burchard's book, "Two Months in Europe," will be published soon. If yourself or friends think of going abroad, do not fail to send for circulars to

2-5t

O. R. BURCHARD,

State Normal School, Fredonia, N. Y.

THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

 *Agents wanted in every township.* Address W. A. Bell, Indianapolis, for circular and terms.



## Western Normal School of Languages.

*Iowa College, Grinnel, Iowa—A Summer School.*—Second session will commence July 8, 1879, and continue six weeks. German, French, Latin, and Greek, on the "Natural Method." Its aim will be not only to teach Languages, but also to familiarize instructors with the Natural Method of teaching the ancient and modern languages. Competent instructors of the Method will assist the Principal. Persons desiring further information about the school will please address the undersigned, for circulars giving full particulars, at 143 Tremont st., Boston, Mass.;—after April 21, Mr. W. F. REED, Secretary, Iowa College, Grinnell, Iowa. HENRY COHN.

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## Summer School of Elocution.

S. S. HAMILL, author of the "Science of Elocution," will open June 10, 1879, at 710 W. Monroe st., Chicago, Ill. Pupils prepared for teachers of Elocution and Dramatic Readers. Send for circulars containing outline of the course of lessons and diagram of the principles of expression. 4-11

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**WHY ATTEND THE STATE NORMAL SCHOOL.**—*Because* the instruction and training are *thorough, practical*, and just what you need as a teacher.

*Because* you can enter for *one term*, stay out and teach, return and continue your course, without loss of time.

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## LESSONS IN ORTHOGRAPHY.

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JOHN I. MORRISON.  
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**W**ITHOUT any claim to originality, the following brief method, which has been successfully employed in teaching the too often neglected branch of spelling, is respectfully submitted for trial to the teachers of district or common schools throughout the State of Indiana.

### LESSON I.

A class is supposed to be seated in front of a blackboard, and the teacher calls upon John to write on the board the words, staff, mill, pass; and asks how many letters in 'staff,' and to what classes do they belong? John answers, 'staff' has five letters; one vowel, 'a,' and four consonants. What are the two 'f's' called? They are called double consonants. How many syllables in 'staff'? Only one. What is a word of one syllable called? A word of one syllable is called a monosyllable. Similar questions are supposed to be asked concerning 'mill,' and 'pass.' The teacher now recapitulates John's answers, and calls the particular attention of the class to what has been written on the board. 'Staff' is a word of one syllable, called a monosyllable, is composed of five letters; the single vowel 'a' and four consonants; it ends in 'f' and doubles 'f' after the single vowel 'a.' Now, John, tell the class what you have discovered. "I see

that words of one syllable, called monosyllables, which end in 'f,' 'l,' or 's,' preceded by a single vowel, double the final consonant." Let the class see if you can write the following words correctly and in accordance with the rule: chaff, muff, sell, mill, miss, kiss. In the same way you can spell a great many words of one syllable, that end in 'f,' 'l,' or 's.' "But," says a member of the class, "I find a rule similar to John's in my grammar." "True enough," replies the teacher, "and for John's encouragement, let us all agree that he deserves credit for his ingenious discovery." The teacher then requires the following words to be written on the board, to-wit: if, of, as, has, was, gas, is, his, this, us, thus, pus, yes,—thirteen in number,—calls the attention of the class to the fact that they are all words of one syllable, ending in a single consonant, 'f' or 's,' preceded by a single vowel, and do not double the final consonant; and may, therefore, be copied by the class and remembered as exceptions to the general rule. Thirteen exceptions only, to John's rule. Well done for the young discoverer!

## LESSON II.

The spelling class is seated before the board, and James is told to write the following words, to-wit: sun, star, wit, brag, am, lip, commit, deter, ship, saw, pray. The teacher inquires if any of the words in this list end in 'f,' 'l,' or 's,' and James answers, they do not. "Do any end in a double consonant?" "No." "What precedes the final consonant?" "A single vowel." "Now, James, you may tell the class what you have discovered." James responds, quickly, "I find that words which end in any other consonant than 'f,' 'l,' or 's,' preceded by a single vowel, do not double the final consonant." "But," says Robert, "I have seen a rule like that in my book." "Very well," the teacher remarks, "we all see that James, also, has made the same discovery that the author of the grammar made when he wrote the rule which has just been repeated; and if no objection be offered, let his name be placed on the list of discoverers." Before the recitation closes the teacher adds, "it may be well to inquire if there are any exceptions to this simple rule," and the following words were cited and written on the board, namely: add, ebb, odd, inn, butt, burr, buzz, purr. Only eight exceptions, which can be easily remembered. A few others may be found, but they are not often used.

## LESSON III.

The same class being seated, the teacher writes on the board the words, blot, blotting, allot, allotting, and requests the class to notice, particularly, before the termination 'ing' was added, that both words ended in a single consonant preceded by a single vowel, but afterwards they are spelled with the consonant doubled. To justify what has been done in this case, there are four conditions that must be regarded, which are spread on the board:

1. "The word must be a monosyllable, or a word accented on the last syllable."
2. "The word must end in a single consonant."
3. "The consonant must be preceded by a single vowel."
4. "The termination affixed must begin with a vowel."

A number of words, some involving these conditions, others not, may be given to the class to test the accuracy of their knowledge; and spelled in concert or written on the board, that any mistakes may be readily detected and corrected.

*List*—Sinning, beginning, dropped, shutting, conferring, enrolling, referring, differing, depending, boiling, recoiling, reference, traveler, vexing.

It is easy to show that the first seven words are spelled in accordance with the above conditions. All are either monosyllables or dissyllables, ending in a single consonant preceded by a single vowel, and double that consonant on receiving a termination beginning with a vowel. The other seven require more particular notice: 'differ,' on receiving the termination, 'ing,' does not double the final consonant, because the accent falls on the first, not on the second syllable; 'depend' does not end in a single consonant, therefore the final consonant is not doubled when the termination is added; 'boil' and 'recoil' do not double the final consonant, because they are not preceded by a single vowel, but by a double vowel or diphthong; 'refer,' though a dissyllable with the accent on the second, does not double the final consonant, because when the termination 'ence' is added, the accent is removed to the first syllable; 'traveler,' because the accent falls not on the second but on the first syllable, is spelled with the consonant single, and this mode of spelling is sanctioned by Webster. 'Vex,' makes 'vexing,' because the

final consonant is equivalent to a double, not a single one, as required by one of the conditions. It only remains to ascertain how far the class understands the lesson. The teacher requests as many as think they do to raise their hands. Several hands are up. Mary is called to the board, and says she remembers all about the four conditions, thinks she can write them out in substance. Here they are:

"Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double that consonant on receiving an additional syllable beginning with a vowel."

Mary has scarcely finished, when George, who is watching her performance with intense interest, cries out, "I think those very words may be found in my grammar." "Very probable," says the teacher, and turning to George says, "if there is no objection, Mary's name will be added to the list of discoverers, so that it may be said no longer, girls cannot make discoveries as well as boys." All consent and the class is excused.

#### LESSON IV.

The teacher tells the class, the lesson for to-day is short and easy, and places the words "full" and "skill" on the board, then calls up Robert to add 'ly' to one and 'less' to the other, and write both words in full, so that the class may see how he spells them. He writes, 'fully,' 'skillless.' "Not right," is sounded from all quarters. "Too many 'l's.'" "Well, Robert," says the teacher, "what is the matter?" He replies, "I see it. Words ending in 'll,' to avoid trebling a letter, reject one 'l,' on receiving a termination beginning with 'l.'" Again: "Place the words 'odd' and 'careless' on the board, add the termination 'ly' to each, and let all see how you spell them." He writes 'oddly,' 'carelessly.' "Right this time. What do you discover now?" "I discover that words ending in any other double letter, retain the letter double before these terminations." "Very well, Robert, you have vindicated your title to be called a discoverer, and, if there is no objection, your name will be added to the honorable list." Before the class is excused, the teacher announces that the next exercise will be a thorough review of the preceding lessons, when every one will be prepared to place on the board, without aid from book or

teacher, a full and complete outline of the principles involved, from which all the rules and exceptions mentioned may be clearly deduced and fully illustrated.

Four additional lessons are required to complete this subject, but these must be reserved for another article.

The inductive or topical method of instruction here merely outlined, is not intended as a model from which no departure is to be made. The intelligent teacher who may deem it worthy of a trial in the school room, will so modify and improve it as to adapt it to the different branches of study and the varied ages and capacities of the pupils.

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### HOW *vs.* WHY.

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L. W. HART, Brooklyn, N. Y.

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THE problem is to make the most of the school years, as far as the school authorities and school teachers are concerned; whereas, the pupil may usually be depended on not to make the most of his time and talents, in spite of all means.

How is the practical enemy of *why*.

How is the mere routine of operations, the dull route by which to reach a result—the mechanical grinding of the mill. *How* is the formula of the pupil, the steps he is to take from first to last, the servile process of obedience to rules.

*How*, is the Mr. Gradgrind, who cares little or nothing for any other effect than might be achieved by Babbage's Calculating Machine, or Dalzell's Automaton Chess-player.

As, on board a steamer, the ordinary engineer or even fireman knows only how to manipulate the handles, cranks, or levers; to pull out or push in; to lift up or pull down; to turn over or half-way; so, in the school room, the commands of *how* include only how to learn, how to recite, and how to behave; slavishly obeying the rules of grammar or of mathematics, demanding a parrot-like use of stereotyped modes at whatever damage to the better habits of the mind—and a damage often irreparable as well as unsuspected.

*Why*, is the philosopher that gives both rules and the reasons for them. *Why*, is the teacher that satisfies the reasoning powers, the understanding, the judgment, the conscience, as well as the receptive memory. *Why*, is the creative and constructive worker who knows the movements of the whole engine, and also the structure; who could originate rules out of truth were they forgotten or lost; who can make the watch and the tools that make it; who, by analysis and synthesis, plans a poem like "Paradise Lost," a tragedy like Shakspeare's "Hamlet," a cathedral like St. Peters, and perfects it.

*How* and *why* ought to be the best of friends, co-operating as far as possible, co-ordinating the labors of pupils wisely. Then will the pupil not merely remember but understand, and therefore remember all the easier and all the better.

*How*, is the commanding officer who does most of the school duty—two-thirds or three-quarters, or even a larger part,—but he is in general sufficiently intelligent, if a well-educated teacher, to give as large a share of duty as may be to *why*, as the more valuable and scientific teacher.

On the contrary, the less intelligence there is in teacher, or trustee, or parent, or board, the more imperative and arbitrary are the orders, as from the Roman Centurian to his servant, "Do this, and he doeth it."

May God and His true servants all speed the day, by all proper means, when the whys and wherefores shall be incorporated in wholesome proportion in the education of the young, the relations of cause and effect shall be indissolubly associated in the mind of the student, and so the habits and pursuits of all our citizens shall rest on the immovable reasons of the soundest philosophy, the artisan be an artist, and the farmer a chemist,—*American Journal of Education.*

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## DEBT.

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THE nearest synonym for debt is death. Debt has some streaks of light around its dark mantle. So has death. Debt represents the fact of character. It may be a past fact; nevertheless, at the time when it was incurred its victim had



character. Thus debt stands for something. It is the lowest possible condition to be too poor to get in debt. The next lowest is to get in debt. The highest is to be able to get in debt and not do it. It is like the ability to sin, which argues great confidence on the part of Creator, and which, unactualized, argues great exaltation on the part of the creature. The happiest condition is, having been in debt to get out again—so you can feel that no man has any claim against you; that no man can justly say, "I own a part of his life." Many a poor soul, in these days of hard settlements, look upon heaven as endowed with new attractions in that there will be no debt there.

The hardest strain on character is to be so incased in debt that whichever way one turns he strikes against some impassable wall. To beat about in such a cage, and be forever struggling to do justice, and honor God, and preserve integrity, is the highest test of character. Brother, if you are overboard in mid-ocean, it will try your quality to swim your best—but God is developing you. Swim as long as you can, and God may either send a ship or a whale to take you up. If any land appears along the horizon anywhere, swim toward that. It is not absolutely necessary that you should reach it. It is necessary that you should swim your best. That will save character. It is not necessary for you to die, leaving a good estate. But it is necessary that you should preserve perfect integrity. Poverty is not the worst thing in the world; sin is the worst thing in the universe. Make a dead fight to pay your debts, and keep your integrity. Don't lie down. If you are knocked down, that is not your fault. Don't dodge. If you are hit, accept it as a part of providence.

No man comes to his best development of manliness till he has looked the wolf out of countenance. It is a heavy strain on your nerve, but it is one of God's processes.

Poverty and debt are the professors in God's University, to whom is committed the perfecting of the Senior Class. The lessons are long and hard, but that is the way ability is matured.

To live on short rations and habitually deny one's wife and children the luxuries and comforts of life because one's earnings justly belong to somebody who has had the confidence to lend a helping hand; to poise every investment over the point of obli-

gation to a creditor; to carefully study one's endurance as so much due to another, and use it as a trust fund in such a way as to get the most out of it for another; to make a sixpence do the work of a shilling; to explore every penny for its last and utmost capacity; to study how to do without things; to learn how not to want things—all these are the lessons in the higher classes of God's University. Brother, stand firm. The outer man may shiver and tremble under these loads, but the inner man—the real man—can grow strong and acquire a beauty that will break out of the hard bud in the genial light of the world to come. Stand up to this training, and when you have graduated, whatever men may read on this side of your tomb, on the other side of it saints and angels will read, "Graduated with honor."—*The Bazar*.

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#### TO A YOUNG LADY WHO GIGGLED.

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We are very glad to publish the following letter from a school commissioner to an applicant for a certificate:

SOUTH ONONDAGA, March 3, 1879.

Miss —: Yesterday you sat in the gallery of the church, facing nearly the whole congregation. During the service, and especially during the solemn administration of the order of baptism, I saw you repeatedly whisper; change position in a mirthful or mirth-calculating way, smile or laugh; and thus you strongly offended my sense of propriety and the devotional feelings of many worshippers in your presence. You have engaged your first school, and I have encouraged you to believe that you would probably receive a certificate from me; but justice to the rights of any lawful assemblage, and especially the decorum expected in a teacher of youth in the presence of a congregation intensely engaged in the worship of the Supreme Being, compels me to say to you, in the friendliest but firmest language, that however well you might pass an examination in the studies required, I shall not give you a certificate of moral

character unless you sign an apology and promise of reformation, to be read publicly, if the pastor thinks best, before the offended congregation. Your friend,

W. W. NEWMAN,  
School Com., 2d District. Onondaga Co.

Commissioner Newman's example should be followed. There are counties in this state where a Teachers' Institute, for instance, is always a decorous and earnest assembly of teachers. There are counties where teachers saunter in and saunter out, at all hours, and without regard to who is speaking; where they sit giggling, whispering, and flirting; and where the session is consequently profitless to them, as it is irritating and wearying to the conductors. The difference is less in the teachers than in the commissioners. There will be no disorder at institutes in counties where the commissioner says firmly to all applicants for certificates, "I shall examine you in arithmetic, and grammar, and geography, but I shall bear in mind that a knowledge of these subjects does not make a teacher. I shall try to put into my schools young men and young women who are earnest, progressive, and decorous, presenting at all times and in all places an example which their pupils may safely follow."—*Sch'l Bul'n*.

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### WHAT KNOWLEDGE IS OF MOST WORTH?\*

*H.*

H. B. BROWN, Pres. Nor. Ind. Nor. School.

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To enter into a minute discussion of what education is, would here be useless. It is universally conceded that it is that which best serves to develop symmetrically all of the powers, faculties, and particles of our being. It is that which leads the mind into new life; which day by day causes it to see more of the beauties around it; that which fills it with new hopes and aspirations; that which cultivates not the mental and moral being only, but the physical as well.

A young man may be able to read Homer, Tacitus, Virgil, and the entire list of classical authors; he may be familiar with

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\*Read before the State Teachers' Association at Fort Wayne, Jan. 3, 1879.

the laws which govern the universe; he may be able to call the stars by name, and give reasons for their brilliancy; he may be able to analyze substances, and tell the combinations necessary to produce different compounds; he may master the complicated computations of calculus; he may be what is popularly termed an educated man, and yet wholly fail to accomplish any good in life. In his chase after the phantom of education he loses sight of the fact that the substance only is desirable.

Dr. Howe says, "education should have for its aim the greatest possible perfection of the whole nature of man, his moral, intellectual, and physical nature." He says, "My beau-ideal of human nature would be a being whose intellectual faculties were active and enlightened; whose moral sentiments were dignified and firm; whose physical formation was healthy and beautiful."

Could there be a more sublime description? But a person may possess all of these and yet fail in life. True education consists in such a development of the person as will insure success and prosperity; and the educator fails to his whole duty when he fails so to direct all of these faculties.

The question now arises, what kind of education will bring about this symmetrical development? In what should our young people be instructed in order to secure that which will be of most practical use in life?

First, I would say that they should have the mathematics to train them in reasoning; of these I would prefer a thorough knowledge of arithmetic, algebra, geometry, and surveying. If they have the time, let them take up the calculus and the other higher and more difficult mathematics. In the sciences, not one should be neglected; all of these are of importance and value. In the languages, the Latin and Greek more especially. To give so much attention to so many different languages is unnecessary, as it is evident to all that our own language is rapidly becoming a universal language. To understand it thoroughly is better than to understand all partially. And now I come to the most important of all branches, literature. Most important because by means of this the pupils become familiar with the richest and purest thoughts of the past and present, and also acquire that culture which can be gained in no other way. Since the time for culture in this direction is so limited, it is

necessary to select the very cream of our literature. In fiction, a few—a very few—of our best authors, such as Scott, Thackeray, Dickens, and Hawthorne. In poetry, perhaps Dante (as translated by Longfellow), Chaucer, Milton, Shakspeare, Tennyson, and Lowell. Among other writings may be mentioned the essays of Bacon, Lamb, Macaulay, Emerson, and Lowell; Spenser's Philosophy, Draper's Intellectual Development, and others of a similar quality.

And now another work, which should be studied for its marvellous literary character, even though the heart may not prompt the study of it for its truth and purity—this the book of books, the Bible.

It is well enough to read ancient and modern history. In fact, a certain amount is necessary; but these are too often read and forgotten. What we want is not more reading, but that of a different and better class, especially the history of our own country, and prominent in this the science of civil government.

How few understand the elements of our own government; the election of president, senators, and representatives; the appointment of cabinet officers and their duties; let alone the more complicated machinery of the different departments; salaries of officers, length of terms, cost of carrying on the government as compared with that of other countries. Few understand the workings of our state government; and fewer still have a knowledge of the school laws of our own state.

It is an acknowledged fact that our young men and young women, coming out of school, are better versed in the history of the ancients than in the history of the present, that which pertains to our own time. They go into society. The young man who has remained at home is better able to converse on living topics than the college graduate. He has read the daily papers; he has acquainted himself with the current news of the day. In one sense, he is better prepared for the real, active duties of life. I would then recommend the reading of the daily newspapers. It is said that these contain so much of that which is sensational, so much of criminal news, so much of that which is low, obscene, and vulgar, that they should not be given into the hands of the young. True, there is much in this; yet, with careful direction and selection, I believe the objectionable part may be avoided. In my own school I have

noticed this, and have felt the result so much that during the past three months we have been experimenting. Each week I have placed in our reading rooms fifty copies of the *Chicago Evening Journal*; also various other papers and magazines. I made a specialty of the *Journal*, not because it is superior to all other papers, but because it is quite free from objectionable matter, and I desired to see the effect of daily reading. At first, a few only felt that they had time or inclination to read a paper; but, by giving from ten to fifteen minutes each morning at our chapel exercises to the discussion of the most important topics, more became interested, and, within three weeks' time, from morning until night the reading room was crowded, and especially about the time for the papers to be distributed.

I noticed the change in their conversation at the dinner table, at the evening gatherings, and on all occasions when there was any collection of our young people. Instead of the ordinary discussion of the scenes in the school room, they were conversing about the general topics of the day; and now there are few in school who are not taking some paper or magazine. This has its effect in another way, also. We find that this diversion prepares them better for their work. The result is close application to study, and better lessons. We find also that our library is used more, and the effect on essays, orations, and debating exercises is remarkable. Instead of discussing whether "there is more pleasure in pursuit than in possession;" whether a man will do more for the love of money than for the love of woman," they take up living, practical topics.

Let the student have a *love* for reading, and it is no difficult task to direct the course. I would have them read, first of all, their own county paper, and their own state school journal. Then such other papers as might be convenient, the *New York Tribune*, the *Independent*, etc.

Let extracts from these be read in the school, and explained by the teacher when explanation is necessary. This will cause teacher and pupil to be informed on current topics, and the result will be a more general diffusion of real, practical knowledge. Parents will become interested and more papers will be taken. One obstacle in the way of general reading is the light in which students are taught to regard reading. It does not seem to be considered a necessary accomplishment.

In many of our schools it is supposed that a display of oratorical powers is the one thing needful. I find in my own school that it is almost impossible to convince my teacher of elocution that there is more in teaching reading than elocution. Let the child be taught to read. By this I mean that it shall be able to see the thought. This, in my opinion, is the primary thing. If, then, one is able to become an elocutionist, I have no objection. But, first of all, teach the pupils to read so that they may take the paper and read understandingly. Of the two, elocution or reading, I would rather the child would be able to see the thought without being able to pronounce one word correctly, than to be able to pronounce every word correctly and not see the thought.

In our anxiety for literature and knowledge derived from books, we forget the principle that true education consists in the symmetrical development of the entire being. If we had intellect alone, or a physical being alone, or a moral being alone, then one kind of training, intellectual, or physical, or moral, would be sufficient. But since we are a compound, then one part of our nature should not be developed at the expense of the other. To be a strong man one must have a strong body, a strong intellect, and strong morals. It is true that the moral training of children should begin at a much earlier age than when they attend school. The parents cannot throw the responsibility of the moral training upon the teachers. They should direct by their own example; but owing to the multiplicity of cares and anxieties about worldly gain, this is too often neglected. While the teacher may think that this is not a part of his legitimate work, yet when he enters the school room, he must be willing to do all; he must ascertain the condition of his school and work accordingly. Especially is this the case just now. Religion is passing through one of its several tests. It is a time when there are great developments making in science. The less one knows about science the more will he object to the principles of Christianity. He does not realize that true science corroborates the truth of the Bible.

Dr. Humphreys says, "A more Utopian dream never visited the brain of man than that which promises to usher in a new golden age by the diffusion and thoroughness of what is commonly understood as popular education. With all its friends,

and school houses, and able teachers, and grammars, and maps, and blackboards, such an education is essentially defective. Without moral principle at the bottom to guide and control its energies, education is a sharp sword in the hands of a reckless fencer." "I have no hesitation in saying that if we could have but one, moral and religious culture is of more importance than a knowledge of letters. Happily the two are so far from being hostile powers in the common domion that they are natural allies moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can diffuse into the hearts of the children, the better will they improve their time, and the more rapid will be their advancement." The teacher who gives, and not only gives, but believes in moral training, will, as a rule, give the best instruction. I do not mean that sickly sentimentalism sometimes mistaken for morality, but the real, pure devotion to truth for the love of it.

This training should not be sectarian. That which pertains to our happiness here or in the future world is not sectarian. The plan of salvation, the duty we owe to God and our fellow men, all stand plainly outside of doctrinal or sectarian discussions. True, pure and universal religion is the same in every school and in every land. The physical training should receive the greatest possible attention. We may have a thorough knowledge of books and yet prove a mere cipher in life. This is usually the result of neglect. We fail to take proper exercise. We study late and early, many times with dim light. We are broken of rest, become nervous, and leave school a wreck. This, in my opinion, is the result of pure laziness. I have the first person yet to see who ever ruined his health by study; but have seen many injured because they were too lazy to take the proper exercise. Now when these faculties are all properly cultivated, not merely as abstract knowledge, then will we have strong men and strong women.

True education enables one to rely upon himself, and not upon the charity of others. Many of us have learned what this means, for no one realizes the necessity of self-dependence more than the teacher. He goes into his school, in country or town; he devotes himself fully to the interests of his school; he works early and late; he visits this one and that; his pupils are advancing, and everything seems prosperous. Then, perhaps,



some envious one may say, "He is accomplishing but little good. I wish the school would close." This is the charity of the world, and at this point in the work is where so many fail, simply because they are not educated. They have expected too much sympathy and charity, too much assistance. They have anticipated too much praise. They should be taught to know that just here firmness and persistent effort are necessary. These will cause them to overcome the difficulties at last. So it is in all kinds of business.

Independence must be learned, must be possessed. I do not mean the haughty and arrogant bearing that so frequently exhibits itself, but that genteel, unflinching, persevering independence so necessary to success.

The head must not be educated alone, but the heart as well. One must be prepared to enter with the whole soul into his work. He must have such education as he can use, as he uses pen or his pencil.

Not every person will make a good teacher, and the sooner this fact is recognized and accepted the better for our schools. The reason is that all do not possess the requisite good sense in this direction. They may have good business qualifications, but they have not the power to attract and control. It takes all of these to make the scholarly teacher, and notwithstanding we have our libraries of works on school management, school government, methods of teaching, and so on, I sometimes think we too often forget (if we ever knew) the real object of teaching. Do we not teach too much? I do not mean that our courses of study are too extensive; but do we not teach too much of any one subject? We give the mass without the thought, the essence. We solve problem after problem, we commit definition after definition, we parse word after word, we translate sentence after sentence, and do not realize that there is any relation the one with the other. It seems to me if we would learn principles systematically rather than so much, we would have more knowledge at our command. If we could see the thought as developed in any subject, just as we should and must see the thought in reading; and not only see the thought in one subject, but be able to follow it through every branch, then our knowledge would be systematic. Surely there is a connecting link between the different subjects. They are

not separate and entire, but form one harmonious whole, all so blended and linked together that not one principle or part can be admitted without affecting the entire chain, or destroying the entire structure.

It is true, we retain that knowledge which is systematically arranged, all else is forgotten.

Permit me to illustrate. Take mental arithmetic for example.

After the rudiments let the pupil see the principles illustrated by the following examples, and every problem may be solved:

1. If 3 hats cost \$15, what will 1 hat cost?

The cost of 3 hats=\$15.

The cost of 1 hat= $\frac{1}{3}$  of \$15=\$5.

Therefore, if 3 hats cost \$15, 1 hat will cost \$5.

In this we reason from many to one.

2. If 1 hat cost \$3, what will 6 hats cost?

The cost of 1 hat=\$3.

The cost of 6 hats=6 times \$3=\$18.

If 1 hat costs \$3, 6 hats will cost \$18.

In this we reason from one to many.

These two principles are sufficient, but as illustrations take the following:

1.  $\frac{3}{4}$  of \$12=my money, how much money have I?

$\frac{4}{4}$ =\$12.

$\frac{1}{4}$ = $\frac{1}{4}$  of \$12=\$3.

$\frac{3}{4}$ =3 times \$3=\$9.

Therefore, etc.

2. If  $\frac{3}{4}$  of my money=\$15, how much money have I?

$\frac{3}{4}$  of my money=\$15.

$\frac{1}{4}$  of my money= $\frac{1}{3}$  of \$15=\$5.

$\frac{4}{4}$  of my money= $4 \times \$5$ =\$20.

Therefore, etc.

With this as guides the pupil will be able to solve all of the problems as far as Algebraic questions. In these the principle that "all must be found in terms of one," is all that is necessary to be learned. Illustration:

If  $\frac{3}{4}$  of the time past noon equals  $\frac{3}{8}$  of the time to midnight, what is the hour?

1.  $\frac{3}{4}$  of the time past noon= $\frac{3}{8}$  of the time to midnight.

$\frac{1}{4}$  of the time past noon= $\frac{1}{8}$  of the time to midnight.

$\frac{4}{4}$  of the time past noon= $4 \times \frac{1}{8}$  of the time to midnight.

That is the time past noon, in terms of time to midnight, is  $4-8$  of that time. Now both are in terms of one, and we can proceed.

The time from now to midnight is  $8-8$  of itself.  $8-8$  of the time from now to midnight  $+ 4-8$  of the time from now to midnight  $= 12-8$  of the time from now to midnight, or whole time from noon to midnight, or 12 hours.

$12-8$  of time from now to midnight  $= 12$  hours.

$1-8$  of time from now to midnight  $= 1-12$  of 12 hrs.  $= 1$  hr.

$4-8$  of time from now to midnight  $= 4 \times 1$  hr.  $= 4$  hours.

$\therefore$  The time past noon is 4 hours if  $3-4$  of the time past noon  $= 3-8$  of the time to midnight.

Let them learn these principles thoroughly and they will have mastered mental arithmetic, and will have knowledge that they will retain.

Is it not true that by this means much more may be accomplished in this short life?

The young will grow up to be more vigorous thinkers, stronger reasoners, and more independent workers. Now this is true, not in mathematics only; the same thought may be carried into the other branches, in the languages, the sciences, and in what ever else may be taught. No subject is thoroughly taught until this systematic plan of reasoning is carried out. Give this ground-work thoroughly, and those who will accomplish anything in life will have all that can be secured from the most skillful teacher. The rest must be acquired by contact with the world, and he who is unwilling to step to the front must fail, and would fail were he to spend half of his life in the school room.

\* \* \* \*

(Conclusion next month.)

A Boston master said one day,  
 "Boys, tell me, if you can, I pray,  
 Why Washington's birthday should shine  
 In to-day's history more than mine?"

At once a stillness in the hall,  
 You might have heard a feather fall;  
 Exclaims a boy not three feet high,  
 "Because he never told a lie."

## ORIGIN OF THE ARABIC NOTATION.

PLEASANT BOND.

THE present System of Notation, as taught in our arithmetics, has long been regarded as an invention of the Arabs. Through more recent developments and accumulation of facts the system is now considered by many as clearly traceable to the Sanskrit, the sacred language of the Hindoo, which Sir William Jones said nearly a century ago, was older and more beautiful than either Latin or Greek. From this language which was spoken by the Hindoo 600 years B. C., and which ceased to be a spoken tongue 300 years B. C., emanates, no doubt, the system of notation ascribed to the Arabs.

Boethius, who lived in Italy in the sixth century, and was the author of the classical work on arithmetic for the mediæval age, informs us that Pythagoras, that eminent scholar and Grecian mathematician, who lived 500 years B. C., used the nine characters now designated as Arabic, and that he obtained these in his travels in the East from the Brahmins, and that they were kept at his own request in the hands of his disciples as a kind of secret. It is now claimed, by several authorities, that these numerals were introduced into Europe by the Neo-Pythagoreans as early as the third or fourth century. M. Wœpke, an eminent German mathematician and Arabian scholar holds to the view that the Arabs have really two sets of figures; one which was used in the East he names the Oriental, and the other, used in Africa and Spain, were called Gobar, which signifies, in the old Sanskrit, dust. The Brahmins wrote their figures in the dust sprinkled upon a table, hence the name dust, or Gobar, figures several times referred to by different authors in the discussion of the history of notations. Wœpke thinks the figures of the Brahmins or Indian figures, as they are frequently called, were introduced through Egypt into Europe in the third century, and through Bagdad into Europe in the eighth century. From the first source were brought the Gobar figures from Alexandria to Rome, and our present figures are modifications of these.

From the second source come the later or Oriental forms

into the countries conquered by the Khalifs. But even here it is thought that in some places the older Gobar forms had found their way and had taken firm root prior to the coming of the victorious Islam.

The Arabs conquered Spain between 813 and 833, and with this conquest it was formerly taught that the so-called Arabic system of notation was introduced into Europe. They, in all probability, brought the Oriental figures of the Brahmins from Bagdad at this period, as suggested by Wœpke; but the Gobar figures had been known to the scholars of Europe before this time, as evidenced by the work of Boethius already alluded to, and many other facts that might be adduced.

It is claimed by some that the Arabs of the East, at the time they conquered Spain, knew very little if anything of the system of notation now ascribed to them. Again, in the manuscripts of the middle ages, still preserved in the libraries of Europe, are to be found such mixtures of the Roman and Gobar systems as these,  $xxx2$  for 32, and  $x4$  for 14. Professor Brooks, in his recent work entitled, "Philosophy of Arithmetic," tells us of the "Lilawati," the title of a treatise on arithmetic, written in the Sanskrit about the middle of the twelfth century, clothed in its origin with a tinge of superstition and romance. This work, written by a father and named after his daughter, who was destined, through false notions of life, to remain unmarried, refers to Brahme-gupta, an author who lived in the seventh century, and whose mathematical works are still extant; and Brahme-gupta speaks of a yet earlier author, Arya-bhatta, who wrote on algebra and arithmetic as early as the fifth century. These facts alone carry us far beyond the time when the Arabs could have introduced the numerals into Europe. Again, the Arabs themselves do not claim the invention of the system of notation. Mohammed Ben Musa, who lived about the close of the ninth century, is considered, by common consent of the Arabic authors, to be the first who wrote upon algebra and the Hindoo mode of computation. He was celebrated for teaching the Hindoo sciences to his countrymen. Another work is yet to be seen brought from India to Bagdad in 773; this work taught the Arabs the Hindoo method of ciphering; it was translated into Latin in the middle ages. One of the oldest text-books written in the Arabic or Hindoo numerals, has been found in a

library in Cairo, Egypt; it was written by an Arabian physician, Avicenna, who resided in Bokhara, and it bears date A. D. 1000.

In the old manuscripts of Europe the figures 4, 5, and 7, are very different in form from those we now use; the 5 was similar to our present 9, and the 7 was an inverted V, thus,  $\Lambda$ . Caxton, however, in 1480, uses the 4 as at present; the 5 and 7 are formed very differently. Uniformity in form was not attained until after the introduction of printing in 1441 or 1444. The system of numerals has been of comparatively slow growth. The earliest traces of the system, in connection with the churches of Europe, are found in the Diocese of St. Andrews Church, Scotland, where the rent roll was kept in Arabic numerals as long ago as 1490. Petrarch, an Italian poet, has left on a copy of St. Augustine some numeral characters bearing date 1375. The first treatise on arithmetic was written in Germany in the same year. In the University of Edinburgh is still to be seen a curious Almanac for the year 1482; it contains calculations of lunar eclipses for three cycles of nine years each, from 1475, and an account of the visible eclipses of the sun from 1480 to 1530, inclusive; all these calculations are made in the Arabic or Hindoo characters. There is also another Almanac still to be seen in Bennet College, Cambridge, containing tables of eclipses from a yet older date, from 1330 to 1348, and also an explanation of the numerals and Denary System.

The accounts in the Universities of Europe were not kept according to the Arabic method till the sixteenth century. Just when the cipher or "sifrun" of the Arabic, the "sunya" or naught of the Sanskrit, or the "zephiro" or zero of the Italian came into use, it is difficult to determine. The zero occurs as early as 1491, in a work on arithmetic written by Phillip Calandri, of Florence.

There is no doubt but very much is due to the Arabs in the development and spread of the Hindoo system of numerals throughout Europe. They conquered Persia about 636, and they might have possibly learned the Hindoo method of numerals through this source. After they conquered Spain, their schools became famous throughout Europe. Many flocked to their institutions to secure an education. Arithmetic, geometry, and astronomy they cultivated as specialties. Among

those who repaired thither, impelled by a zeal and thirst for knowledge, was one Gerbert, who afterwards filled the Papal chair under the title of Sylvester II.; he died in 1003, leaving many valuable manuscripts upon subjects pursued while in the Arabian schools. Some have claimed that through him the use of the science of numerals was introduced into Northern Europe. Leslie, of Germany, who has written upon almost all subjects, claims that the system of arithmetic and higher art of algebra was taken from Africa to Europe by a wealthy merchant, Leonardo Bonacci, of Pisa. He wrote a work on arithmetic in 1202, and enlarged it in 1228; it lay undiscovered for over two centuries, and was then made the foundation of an extensive published work by Di Borgo about 1484. Di Borgo or Lucas Pacioli, as he is also called, whose work was entitled "Summa di Arithmetica," is considered the first author of Europe who, after the invention of printing, employed in a textbook the Arabic characters. Professor De Morgan says it was not published till 1494, and was therefore preceded by works written by Calandri and Peter Borgo, published three years earlier, in 1491. During the sixteenth century a number of works on arithmetic appeared. John Huswirt in 1501, of Cologne, Jacob Kobel in 1514, of Augsburg, Gasper Lax in 1515, of Paris, Jerome Cardan in 1539, of Milan, Michael Stifel in 1544, of Nuremburg, Nicolas Tartaglia in 1556, of Italy, H. Baker in 1583, of London, and Simon Stevinus in 1586, at Leyden, all published works upon arithmetic. The latter was the first, says Prof. De Morgan, to use decimal fractions. Napier, of Edinburgh, in his work on arithmetic, published in 1617, also attributes the first use of decimal fractions to Stevinus. But this article is growing too long. If this subject interests others as it has myself, these suggestions may lead to a closer investigation of the origin of the Arabic system and the history of notations.

#### INDIANAPOLIS.

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School teachers' wages in Japan are rather infinitesimal, something less than \$24 a year sufficing for the average country schoolmaster. This is even worse than the system in this country of "boarding around" the rural teacher.

## ARITHMETIC—METHODS.

—  
*JM* JOHN M. BLOSS.  
 —

## THE GREATEST COMMON DIVISOR.

The teacher usually has but little difficulty in teaching a *method* for finding the *Greatest Common Divisor*. The real difficulty arises in making the pupil comprehend the reason for the method.

The following plan has proved successful in the school room:

1. Teach the pupil a method.
2. Teach the *principles* and require the pupil to verify each.
3. Teach an analysis of the method requiring the pupil to give the *principle* in consequence of which each deduction is made.

The following will serve to show the method of analysis as derived from the solution and based upon the *principles* stated.

## PRINCIPLES.

1. A *Divisor* of a number is a *D* of any *multiple* of that number.
2. A *Common Divisor* of any two numbers is a *D* of their *difference*.
3. A *Common Divisor* of two numbers is a *D* of their *sum*.
4. The Greatest Common Divisor of two numbers is also the G. C. D. of the smaller number and the remainder after division.

Problem. Find the G. C. D. of 1081 and 3726.

## SOLUTION.

|      |   |  |
|------|---|--|
| 1081 | 3 | 3726<br>3243<br><hr style="width: 50%; margin: 0;"/> |
| 966  | 2 | 483<br><hr style="width: 50%; margin: 0;"/>          |
| 115  | 4 | 460<br><hr style="width: 50%; margin: 0;"/>          |
| 115  | 5 | 23<br><hr style="width: 50%; margin: 0;"/>           |



## ANALYSIS.

Since G. C. D. of 1081 and 3726 is a D of 1081  
 : G. C. D. " " " D of 3243, a mult. of 1081, prin. 1.  
 : G. C. D. " " " D of 483, dif. bet. 3243 & 3726, prin. 2.  
 . . . G. C. D. " " is the G. C. D. of 483 and 1081, prin. 4.  
 Since G. C. D. " " is a D of 483,  
 : G. C. D. " " is a D of 966, a mult. of 483, prin. 1.  
 : G. C. D. " " is a D of 115, the dif. bet. 966 & 1081, prin. 2.  
 . . . G. C. D. " " is the G. C. D. of 115 and 483, prin. 4.  
 Since G. C. D. " " is D of 115,  
 : G. C. D. " " is a D of 460, a mult. of 115, prin. 1.  
 : G. C. D. " " is a D of 23, the dif. bet. 460 and 483, prin. 2.  
 . . . G. C. D. " " is the G. C. D. of 23 and 115, prin. 4.  
 Since G. C. D. of 23 and 115 is 23,  
 : G. C. D. of 1081 and 3726 is 23.

## WILDWOOD FLOWERS.

(1)  
 LEE O. HARRIS.

WHEN the weary grind of the teacher's task is through for the day, or at the close of the week, when he would fain shake off the annoyances which are constantly wearing away both his mental and physical powers, there is no surer restorative to the exhausted mind than that which is always to be found in communion with nature. Here is a more effectual balm for the enervated brain than "poppy, or mandagora, or all the drowsy syrups of the world." The soul throws down its load of responsibilities, and the heart its burden of cares, and the petty annoyances of the school room are forgotten. The world around grows brighter, and the mist that enshrouds the future is rosy in the light reflected from the joyous present. There is no surer way to lift the soul from the deepening grooves of a dull routine, to fill the heart with freshness and the brain with vigor. Happy is he who can adopt for his motto, "Sufficient for the day is the evil thereof;" who can put behind him all remembrances of the vexations of his thankless calling and go forth into the fields and woods, to drink from the pure air and the glorious sunlight the health and courage that will enable him to go to his task again with a healthy mind and a renewed vitality.

For the teacher in the city schools, shut off from all surroundings of field and wood, there is doubtless some excuse for the heart sickening lassitude which so frequently steals upon the overworn frame, but for the teacher in the village or country school there is none. For here, almost at the very door, the mysteries and beauties of nature invite with a myriad beckoning hands to recreation and healthful enjoyment.

It is to encourage these excursions in search of health and vigor

and freshness and *teaching force* that these articles are written. They will deal with but one of the many pages of Nature's vast encyclopedia. They are not intended for scientific study. They will, probably, not bear the test of scientific criticism. They will avoid, as much as possible, all technical phraseology. They will be of no benefit and perhaps of little interest to the skilled botanist. They are not written for him. They are mere ramblings among the more conspicuous flora of our Indiana woods, and are designed for the amusement of those who have no technical knowledge of the science. It is their object to describe and name such flowers and plants as a rambler for recreation will find in every field and wood through which he may pass. If they shall, haply, induce some to seek for more thorough botanical knowledge from abler sources, well and good; but if they merely serve to amuse and interest those whose duties debar them from a more laborious investigation of the subject, their mission will be accomplished.

There are, however, a few terms absolutely necessary to an intelligible description of plants. These I give below:

*Calyx*—the cup surrounding the corolla; the parts are called *sepals*.

*Corolla*—the blossom; the parts are called *petals*.

*Stamens*—the filaments within the corolla, bearing on their tops the *anthers*, on which is the *pollen*, or fructifying dust of the flower.

*Pistil*—the central organ; the parts are the *ovary*, or seed pod, the *style* or stem of the pistil (sometimes wanting), and the *stigma*, which corresponds to the anther on the stamens.

*Receptacle*—which supports the other parts of the flower. It is usually merely a flattened enlargement of the stem.

By the aid of these few terms I shall endeavor to so describe many of the more common wild flowers of this latitude as to enable the reader, with no further knowledge of the technical phraseology of botany, to recognize them when he shall find them in his path. I shall endeavor, also, to make the descriptions correspond to the flowers to be found in bloom at the time the Journal makes its monthly visit, so that the reader may take it with him in his rambles and analyze and recognize each plant named therein. I can not promise, however, to describe all the plants that may be in bloom at any particular date, for to do this would occupy more space than the editor would be willing to yield for this subject. But I hope to be able to give, from time to time, food for thought and investigation sufficient to occupy all the time that can be given to this recreation.

THE DAUGHTER OF THE EARLY SPRING—(*Erigenia Bulbosa*. Nat. Ord. *Umbelliferae*.)

The first flower to make its appearance in our Indiana woods is a small, delicate, umbelliferous plant, sometimes called "The daughter

of the early spring." It is a low-growing plant with a hollow, ribbed stem, springing from a solitary bulb or tuber. The radical or root leaf has three divisions, each subdivided into numerous smaller leaflets or sprangles, (tritermately decomposed.) This leaf-stalk is widened at the base into a sheath, which partially encloses the flower-bearing stalks. These latter are two or three in number, from four to six inches high, with a compound leaf near the top, above which are three forks of the stem which bear the umbels of delicate white flowers. Beneath each umbel are from three to five narrow, spatulate leaves, forming an involucre. The corolla is small, composed of five petals, five stamens, with bright purple anthers (when first blooming, but fading to pale pink,) and two pistils. There are usually five flowers in each umbel. The calyx is somewhat flattened and entirely below the corolla. This flower is inconspicuous, and is of interest, principally, on account of its early blooming. Yet when closely examined it is found to be a beautiful and elegant little plant. It is found in almost all situations in the woods, but loves best a damp, rich soil. It blooms in March and April, and is rarely found blooming in May.

**BLOOD ROOT**—*Sanguinaria Canadensis* (Nat. Ord. *Papaveraceæ*.)

This flower is to be found almost as early as the *Erigenia*, but, like all members of the poppy family, its bloom is of short duration. Its most prominent characteristic, and that from which it derives its name, is its tuberous root, which, when cut or bruised, exudes a blood-colored fluid. When it first makes its appearance its flower stem is wrapped by a green envelope, which finally unfolds into a large kidney-shaped leaf with roundish lobes. Each bud of the root produces one leaf and one flower scape, on which is a single white flower, composed of eight petals in two rows, one within the other. The stamens are numerous and the pistil develops into an oval pericarp or seed pod quite large for the size of the flower. It is found in April, rarely later than the middle of May.

**SPRING BEAUTY**—*Clatonia Virginica* (Nat. Ord. *Portulacceæ*.)

This beautiful little flower may be found almost anywhere in the woods and thickets, but loves best our upland beech woods, where it grows in great profusion. Its stem is of a reddish color, smooth, succulent and weak, coming from a small tuber at a depth in the ground corresponding to the height of the plant above. It has but two leaves, long, pointed, opposite, drooping and succulent, like the stem. The stem and leaves greatly resemble those of the common garden portulacca, or rose moss. The flowers are in a somewhat drooping raceme, about an inch above the insertion of the leaves, and composed of numerous flowers attached to a petiole from a half inch to an inch in length. The calyx is of a reddish brown color when the flower is fully open, and is composed of two sepals. The

corolla is composed of five petals, white and delicately veined with pink or light purple. One variety has pale purple flowers veined with crimson or dark purple. It has one pistil, three-parted at the top when the flower first blooms, but these soon drop off, leaving the pistil without division. The appearance of this flower under even an ordinary magnifying glass is exquisitely beautiful. The corolla leaves are almost transparent in their pure ivory whiteness, while the delicate lines of pink on the petals and the wax-like stamens with their bright pink anthers combine to make a study well worth the attention of all lovers of the beautiful.

LIVERLEAF—*Hepaticæ Triloba* (Nat. Ord. *Ranunculaceæ*.)

This is a beautiful, early blooming flower, found mostly on the sides of hills, where it loves to grow close to the trunks of trees. It bears a great resemblance, in its flower, to the anemone. But in the leaf there is a marked difference. The hepatica has a peculiar, three-lobed leaf, sometimes green, sometimes dark purple, growing upon a long slender stem, coming directly from the root. The flower stalk is long and thickly covered with fine bristles or hairs. The flowers are either white or purple. It has three calyx-like green leaves a short distance below the flower, so close, indeed, that it might well be called a calyx. The corolla is composed of from six to nine petals with numerous stamens and pistils, the latter short. There are two varieties, one of which has cordate, or heart-shaped, and the other reniform, or kidney-shaped leaves. The hepatica is one of the earliest bloomers, and is quite conspicuous in its season.

TOOTH ROOT—*Dentaria* (Nat. Ord. *Crucifereæ*.)

This plant is also an early bloomer in this latitude. It is to be found in many places, but is most common in moist woods and by the borders of streams. There are two species common in this state, differing widely in the form of their stems and leaves. The flowers are similar. The *Dentaria Laciniata* has three opposite leaves, each usually divided into three parts, each outer division of which is again cleft into two parts nearly to the base, while the center one is entire. The divisions of the leaves are narrow, pointed, and notched or toothed on the edges. The whole forms a sort of whorl, or involucre, a little more than half way up the stem. *Dentaria Maxima* has an upright, weed-like stem, with six or eight oval, sharp-pointed leaves, toothed upon the edges and rather wide apart on the stem. The radical or root leaves are rounded in form and heart-shaped at the base. The flowers of the *Dentaria* are white or pale purple, and numerous. Calyx composed of four sepals much shorter than the corolla. Petals, four, stamens, six, two of which are much shorter than the other four. Pistil, one. The seed pod, when ripe, resembles wild mustard. (To be Continued.)

## OFFICIAL DEPARTMENT.

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The following are the main provisions of all the acts of the late General Assembly pertaining to the public schools :

1. An act supplemental to an act to establish public libraries, approved February 16, 1852, defining the powers and duties of township trustees in relation to libraries established for the benefit and use of all the inhabitants of a township, by private donation.

Sec. 1. Be it enacted by the General Assembly of the State of Indiana : That in any township in which there has been, or may hereafter be established by private donation, a library of the value of one thousand dollars or more, for the use and benefit of all the inhabitants thereof, the township trustee of such township shall annually levy and collect, not more than one cent on the hundred dollars, upon the taxable property within the limits of such township, which shall be paid to the trustees of such library and applied by them to the purchase of books for said library.

This act has an emergency clause, and is therefore now in force.

2. An act to amend section first of an act entitled "An act authorizing the school trustees of a city or incorporated town, to pay over to such city or town, surplus special school revenue for the payment of indebtedness created for school building purposes, and legalizing acts where such surplus has been so appropriated," approved March 3, 1877.

Sec. 1. Be it enacted by the General Assembly of the State of Indiana : That section first of the above entitled act be amended to read as follows, to-wit : That it shall be the duty of the board of school trustees of any city or incorporated town in this state, to pay over to the common council, or board of trustees of such city or town, any surplus special school revenue in the hands of such school trustees not necessary to meet current expenses, such excess of the revenue aforesaid to be applied for the payment of the interest or principal, or both, of any indebtedness incurred under the provisions of the act of March 8, 1873, authorizing cities and incorporated towns to negotiate and sell bonds to procure means to erect and complete unfinished school buildings and to purchase any ground and building for school purposes, and to pay debts contracted for the erection and purchase of building and ground.

This, having no emergency clause, will not be in force until after its publication by the Secretary of State.

3. An act supplemental to an act entitled "An act to authorize cities and towns to negotiate and sell bonds to procure means with which to erect and complete unfinished school building for school purposes and to pay debts con-

tracted for such erection and completion and purchase of buildings and grounds and authorizing the levy and collection of an additional school tax for the payment of such school bonds," approved March 8, 1873.

Sec. 1. Be it enacted by the General Assembly of the State of Indiana: That before the school trustee or trustees of any incorporated town or city in this State shall purchase any ground for school purposes, or enter into any contract for the building of any school building or buildings, such school trustee or trustees shall file a statement with the trustees of such incorporated town or common council of such city, showing the necessity for such purchase of ground for the erection of such building or buildings, together with an estimate of the cost of such ground or building or buildings, and the amount of means necessary to be provided to pay for such ground or building or buildings, and such school trustee or trustees shall not purchase any ground or enter into any contract for the building of any school building or buildings until such action be approved by the trustees of such incorporated town, or by the common council of such city. Provided, however, that there shall be nothing in this act so construed as to affect any purchase of grounds or contract made for the erection of any building or buildings for school purposes prior to the taking effect of this act.

This act has an emergency clause, and is therefore now in force.

It is held that the provision of this act does not restrict school trustees of cities and towns from purchasing or erecting school buildings without the consent of civil authorities, as provided for in sections 10 and 12 of the general school law, but it does prevent them from asking the civil authorities to issue bonds for the payment of indebtedness, created in the purchase or erection of school houses, unless the creation of such indebtedness has been authorized by the civil authorities.

An act providing for a State Bureau of Statistics, etc.

Sec. 4. It shall be the duty of \* \* \* \* \* officers of School Boards \* \* \* \* \* and County Superintendents to make reports and answer questions relating to the duties of said Bureau, upon such blanks as may be furnished to them for such purposes by said Bureau.

Sec. 7. Any person or persons authorized by the Bureau to collect statistics or answer questions relating thereto who shall neglect or refuse to make true returns, as provided for in this act, shall forfeit and pay a fine, not exceeding two hundred dollars.

This act has an emergency clause, and is therefore now in force.

5. An act relating to Congressional Township school funds; the loan of fractional sums thereof by combining into a "Miscellaneous Fund" requiring full distribution of all funds required to be on hand by law: providing penalties.

This act has an emergency clause and is therefore now in force.

This act is solely in reference to the care and management of the Congressional School Funds, and the distribution of the revenues, and it is deemed unnecessary to publish it here.

JAS. H. SMART,  
Superintendent of Public Instruction.

## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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### HISTORY OF SCHOOL LEGISLATION IN THE FIFTY-FIRST GENERAL ASSEMBLY.

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We herewith give a brief account of the various movements of the Legislature in respect to our public schools.

1. In the first place, good committees on education were secured. Never before have we had better or more efficient men on such committees. The House committee was composed of Miers, of Monroe, chairman; Reed, of Miami; Golden, of Jefferson; VanValzah, of Vigo; Cunningham, of Harrison; Fancher, of Lake; and Baker, of Tippecanoe.

The Senate committee was composed of Senators Sarnighausen, of Allen, chairman; Langdon, of Tippecanoe; Woolen, of Switzerland; Tarleton, of Johnson; Olds, of Whitley; Fowler, of Owen; and Treat, of Monroe.

2. The first day of the session a very important bill, providing for the management of county affairs, and prescribing the duties of county officers, was introduced. One of the provisions of the bill cut the special school levy from fifty cents to ten cents, and the special tuition levy from twenty-five cents to five cents. It also gave the county commissioners power to cut these levies down still lower, whenever they saw fit to do so. The bill had been carefully prepared and had a very strong backing. A strong argument was made against the provisions of the bill which related to public schools, and the backers of the bill made such changes in it as were desired by the friends of the schools.

3. It was thought by some of the prudent men of the General Assembly that the local taxation for school purposes ought to be somewhat limited.

Resolutions were therefore introduced into both branches of the Legislature, calling upon the State Superintendent to furnish a statement in respect to the limitations that might be placed upon the local levies for school purposes without injury to the schools. A very prudent and carefully prepared reply was furnished by the State Superintendent. In this reply, which was subsequently printed by order of the House, it was shown that certain reductions could be made without injury to the schools. This communication had a happy effect upon the members of the Legislature, as it was generally conceded that no reduction should be made beyond what the State Superintendent had agreed to. These proposed reductions were afterwards incorporated in the "Codification of the School Laws," which failed to become a law by reason of the Governor's veto.

4. Early in the session a temperance bill was perfected by which the money derived from liquor licenses was diverted from the schools and turned into the road fund. This would have taken \$200,000 per annum out of the tuition revenue. This bill appeared to have a great deal of strength, as it was a good bill in its main features. It had been ordered to engrossment by a vote sufficiently large to indicate that the bill would finally pass. A vigorous fight was instituted by the friends of the schools, and it was finally agreed that the provision in regard to the diversion of the money from the school revenues should be stricken out.

5. At one time during the session of the Legislature, it appeared as though a law would pass ordering a re-appraisement of the taxable property of the State. It was thought that this would reduce the taxables of the State at least 25 per cent. If so, the tuition revenue levied from the State tax would have been reduced \$350,000 per annum. No opposition was made to this movement by the school men, as such.

6. The question of the reduction of the legal rate of interest was one of the most important brought before the Legislature. The House passed a bill reducing the rate to six per cent. The Senate proposed to make the rate eight per cent. If the view of the House had prevailed, it would have reduced the tuition revenue over \$100,000 per annum. The view of the Senate prevailed, and the interest on the school funds remains as heretofore.

7. A bill passed the House taking from the trustees the power to appoint teachers and giving it to the people, but did not get through the Senate. The Senate attached the same thing, in substance, to the Codification bill: so both houses gave a majority for the idea in different bills.

8. A bill requiring the examination of county superintendents by the State Board of education passed the Senate, but was not voted upon by the House.

9. A vigorous attack was made on county superintendency early in the session. Many bills upon this subject were introduced, by which the present law was changed in almost every particular. An omnibus bill was prepared, the provisions of which abolished the office of county superintendent and created the office of county examiner. It cut the pay to \$3 per day, and permitted the commissioners to fix the number of days the examiner should employ in visiting the schools, provided the same should not be *over* thirty in



any one year. The bill also provided that the county commissioners should appoint the examiner, and not the trustees.

This bill received 51 votes on engrossment, with a number of members absent—enough to have passed it on a final vote. The members of the House committee were in favor of county superintendency, but, on consultation with the State Superintendent, it was deemed advisable to offer a compromise bill. This compromise was finally brought before the House through the means of a special committee and tacked on to the Codification previously prepared by the State Superintendent. Instead of allowing but thirty days for the visitation of schools as the maximum, it placed the number at three-fourths of the number of schools as the maximum, thus giving the commissioners power to allow three hundred days instead of thirty, if they saw fit to do so. It placed the per diem of superintendents at the minimum of \$3. It did not, however, limit the per diem to that amount, but gave the commissioners power to allow \$4 or \$5, if they saw fit. The county superintendent was allowed a fee of \$1 for each teacher examined, and was required to hold all of the township institutes himself. This compromise measure gained many friends, who had heretofore thought that county superintendents ought to be limited to a greater extent. It passed the House almost unanimously, and with the best of feeling on the part of the members towards the schools.

With so many diverse views and with so many school bills on the files, it was very gratifying to see so much harmony on the school question at the close of the session.

The Codification, after being amended in the Senate in several particulars, was again sent back to the House. A compromise was effected by which some of the Senate amendments were rejected and some were passed. The Codification was then finally passed, but was subsequently vetoed by the Governor. (See last month's Journal for changes it contemplated.)

10. It must not be supposed that all the measures introduced that were thought to be injurious to the schools, were proposed for the purpose of injuring the schools. School bills are often introduced by persons who are real friends of the schools, but who are not possessed of all the facts in the case. Nevertheless, every point must be watched with the greatest care. Of all of the eleven or twelve hundred bills introduced, scarcely one escaped inspection by the committee on education or the State Superintendent, in order to see if any provisions respecting the public schools had been inserted in them. Those who do not think this required the most persistent and untiring watchfulness, are much mistaken.

11. The result of the session was such as ought to make every friend of the schools rejoice. One good result was that nearly every member of the Legislature went away with a good feeling towards the public schools. We believe it to be the truth to say that the school interest was much stronger with the Legislature at the close of the session than at the beginning. This was the result of good management and prudent council on the part of the friends of education in and out of the Legislature.

Although the Codification, with its various amendments, was finally vetoed,

thus leaving the school law without much change, we believe that had it been approved by the Governor the school interests would not have been weakened thereby.

The State Superintendent labored day and night, and deserves more thanks than he is likely to get for the skill and ability with which he conducted the "campaign." Being a close observer, we do not see how any one could have done more.

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### THE ELECTION OF COUNTY SUPERINTENDENTS

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The time is near at hand when township trustees will be called upon to choose county superintendents for the next term of two years. That the office of county superintendent is an important one, all who are acquainted with its duties and responsibilities will agree. The educational welfare of about *four hundred thousand* children will depend upon the selection of this officer. No other county officer bears such a vital relation to the people. Considering, then, the responsibility and great importance of this office, the greatest possible care should be taken to place in it the best man available.

This is a matter above politics. A trustee who is not able to rise above partisan considerations in making an appointment of this kind, is certainly not fit for his position as guardian of the best interests of the children of his township. The question, and the only question, a trustee should ask himself before casting his vote for superintendent, should *not* be "what party does the candidate belong to?" but "which candidate is most capable and will serve the schools to the best purpose?" Politics should have no more to do in the selection of a county superintendent than it should have in the selection of a teacher, a preacher, or a lawyer; it is purely a matter of *ability to do good work*. If the present incumbent is a good man, doing efficient service, he should be re-elected by all means. The cry "he has had the office long enough, let it be passed around," should have no weight whatever. This is not an office that is to be "passed around" for the good of the holder; it is one to be held *for the good of the people*. Experience in such an office as this stands for much. A man who has filled the office for one or two terms is worth very much more than a new man of equal ability.

On the other hand, if the present incumbent is not a good man, make a change by all means. Trustees have no right to force upon teachers a leader who is not morally and intellectually qualified to fill this important position. If a better man is available, the welfare of the children and the oath of office alike demand that he should be selected. *Fitness* alone, and never politics, religion, relationship, or personal preference, should determine the choice of this important officer.

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"*The Teacher*" publishes in its April issue Venable's beautiful poem entitled "The Teacher's Dream," and credits it to the "*Educational Weekly*." This poem was written and published many years before the "Weekly" was born.

## A COMMOTION IN BUTLER UNIVERSITY.

The trustees of Butler University, at a recent meeting, by a majority vote decided that after this collegiate year, only such persons should be members of the Faculty as belonged to the Christian Church. This move was an unexpected one and caused not a little excitement both inside and outside the college. The college has always been very liberal in this regard, and there has hardly been a time in the last twenty years when at least one member of the Faculty was not a member of some other denomination than the controlling one. Prof. George W. Hoss, a member of the Methodist church, resigned the chair of mathematics in this institution which he had filled for many years, in 1864, to take the state superintendency. The Professors who will be displaced by this move are David S. Jordan, natural history; Melville B. Anderson, modern languages; both members of the Congregational church; Miss Catharine Merrill, English literature, Chas. Hollenbeck, principal of the commercial department, both Presbyterians. These persons are all specially strong in their several departments, and it is quite certain the change will result in weakening the Faculty, for a time at least. The "Demia Butler Chair," of English literature must, by the provisions of the endowment, be filled by a woman, and it will be no easy matter to fill Miss Merrill's place, and it will be exceedingly difficult to fill Prof. Jordan's place with a man of equal eminence.

While it is true that no other denominational college in the state (except Union Christian College at Merom) has ever admitted to its faculty other than its own members; and while it is true that no outsider can, with reason, *demand* that an institution supported exclusively by denominational money should admit to its faculty those holding a different faith, yet it is to be regretted that at this time, when the spirit of the age is toward liberality, and when all churches are growing less exclusive, this church, whose cardinal principle has always been "liberality in the interpretation of the Scriptures," should take this backward step. The argument in favor of the movement is that it is a church school, and that the argument used from the first, in raising money, was that it should be the great light of the church, and especially a place where young men could be educated for the ministry. It is held that this liberalizing has a tendency to defeat this end and to alienate those who have sacrificed most for the institution. It is claimed, further, that this move will rally the membership of the denomination, and that the gains will far exceed the losses.

Ovid Butler, for whom the college is named, and who has given to it nearly as much as all others together, voted against the change, and it is said that at the election of trustees in June next he will see to it that the liberal idea is restored.

We publish on another page a reply by Mr. Charlton to an editorial criticism in last month's Journal on his Seymour address. Next month the address in question will be printed in full that teachers may be able to read and judge for themselves.

### COST OF HIGH SCHOOLS.

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It is unfortunate that many persons when trying to establish some position taken, will select some extreme case and hold that up as a sample of the whole of its class. In this way the average is often grossly misrepresented, and absolute injustice is done the whole.

*For Example:* Dr. Tuttle, in his late argument against high schools as they are, made a great point of their cost. In doing this he cited "a large Western city," and quotes authority thus: In 1874 our high school scholars cost the public treasury in cash \$100 each, without counting the interest on the cost of buildings and improvements—which would make it about \$150 each for tuition alone." "And in 1876 our high school, not including the cost of buildings and equipment, cost over \$119 per scholar, with over 400 scholars." Then he adds, that by lowering the standard of admission and increasing the number of pupils and reducing the salaries of teachers, the cost during the past year was reduced to \$75 per pupil. "But if we add the interest and the wear and tear on the property used, the cost per pupil still reaches \$125 per annum."

As the Doctor did not name the city he referred to, and as Indianapolis is a "large western city," whose high school numbers between 400 and 500 students, the writer has thought proper to "investigate" the Indianapolis school, thinking that if this was not the school meant it would, perhaps, be a fair average, in cost, of other cities of its size. A letter addressed to the clerk of the Indianapolis school board brings the following facts:

For school year 1877-8: Cost per pupil for tuition alone, \$29.17; cost per pupil for tuition and incidentals, including janitors, fuel, repairs (amounting to \$1,013.53), gas, water, new furniture, \$35.77; cost per pupil, including tuition, incidentals, and interest on cost of property and apparatus, \$56.28. In estimating the interest, the property was valued at \$118,000, a valuation made several years ago, and entirely too high at this time. The average number of students belonging for the year was 403.

The average cost per pupil for the year 1878-9, will be something more than \$1 less than for the previous year. A comparison of the above figures illustrates very vividly what great injustice may be done by taking an extreme case and making a *general* application of it.

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CAN LADIES BECOME COUNTY SUPERINTENDENTS?—According to the working of our law they cannot. The superintendent must be a "citizen" of the county, and according to the constitution, as interpreted by "the powers that be," a woman is not a *citizen*.

There are now *seven* lady county superintendents in Iowa and *ten* in Illinois, and if the Journal could have the making or the interpreting of the law the way would be open to any number of them in Indiana. *Merit*, not *sex*, should determine the matter.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MARCH, 1879.

#### WRITING—*Specimen of Penmanship.*

Supposing it were necessary for you to write the following as a copy for a ten-year old pupil of ordinary advancement, show how you would do it:

"The mill will never grind with the water that has passed." 50.

1. What is the proper rest for the hand and for the arm, in writing? 10.

2. Write the word *lengthened* on a scale showing the proper height, length, and spacing of each letter. 10.

3. Would you endeavor to secure correct ideas of form before rapidity of movement? Why, or why not? 10.

4. Give some exercises that you think suitable for practice, to promote ease and rapidity of movement. 10.

5. Do you think it well to aim to have exact forms and proportions so fixed in the mind that they can be accurately described in language before their execution is attempted? 10.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. What is the distinction between an aspirate and a vocal? 10.

2. (a) How many and what sounds has *c*?

(b) Give words illustrating its different sounds. a=5; b=5.

3. (a) What is a diphthong? (b) Give two examples. a=6; b=4.

4. Which syllable in *Chicago* is the penult? 10.

5. Write the words *headache* and *heiress* phonically, indicating the vowel by proper marks. 2 pts., 5 each.

Spell ten words pronounced by the superintendent. 5 for each word.

## READING.

"To gild refined gold, to paint the lily,  
To throw perfume upon the violet,  
To smooth the ice, or add another hue  
Unto the rainbow, or with taper-light  
To seek the beauteous eye of heaven to garnish,  
Is wasteful and ridiculous excess."

1. Define: refined, perfume, hue, taper-light, garnish. 5 pts., 2 each.
2. What is "the beauteous eye of heaven?" What is it to "garnish it?" 2 pts., 5 each.
3. What idea does the writer wish to convey in the above extract? 10.
4. Write synonyms for the following words: gild, hue, beauteous, garnish, ridiculous. 5 pts., 2 each.
5. Re-write the passage in prose, avoiding its present poetic form as much as possible. 10.

The candidate should read a passage, upon which he should be marked, according to the superintendent's judgment, from 1 to 50.

ARITHMETIC.—1. (a) Given the product and one of *its* two factors, to find the other factor.

(b) Given the dividend, the quotient, and the remainder, to find the divisor.

(c) Given the subtrahend and the remainder, to find the minuend.

Tell how you would find what is required in each of the above.

3 pts., 4 off for each error.

2. Show that multiplying the denominator of  $\frac{3}{5}$  by 6, divides the fraction by 6. 10.

3. Three boys removed 80 bushels of apples in baskets from a car. The basket of the first boy held  $3\frac{3}{4}$  pecks, that of the second 2.65 pecks, that of the third 2  $\frac{3}{20}$  pecks. Each carried the same number of basketfuls. How many basketfuls did each carry? Proc. 6; ans. 4.

4. What is the cost of 2 bushels, 3 pecks, 6 quarts, 1 pint of green peas at \$.30 a peck? Proc. 5; ans. 5.

5. What will it cost to cover a floor 40 feet by 32 feet, with matting 4 feet wide, at \$1.20 per yard? Proc. 5; ans. 5.

6. A boy sold oranges at 5 cents apiece, and gained  $66\frac{2}{3}$  per cent; what did they cost him per hundred? Proc. 6; ans. 4.

7. The amount of a note of \$1600, after 3 mos. time, was \$1650; what was the rate? Proc. 5; ans. 5.

8. Which is the better income, 8 per cent bonds at 110, or 4 per cent bonds at 60? What per cent better? Proc. 4; ans. 3, 3.

9. If  $\frac{3}{8}$  of an acre of land cost \$60, what will  $45\frac{3}{4}$  acres cost?

By analysis. Anal. 6; ans. 4.

10. A ladder 39 feet long stands resting its whole length against the side of a perpendicular wall. How far must it be drawn out at the bottom that the top may be lowered 3 feet? Proc. 6; ans. 4.

GRAMMAR.—1. Write a sentence which shall contain adjectives in each degree of comparison. 4 off for each omission.

2. How is the plural of nouns ending in *y* formed? 10.
3. Define three classes of pronouns. 10.
4. What tenses has the potential mood? 10.
5. Give participles, active and passive, of the verb *do*. 10.
6. What is the distinction between co-ordinate and subordinate conjunctions? 10.

"God from the Mount of Sinai, whose gray top shall tremble, he descending, will himself ordain them laws."—*Milton*.

7. Parse *whose* and *himself*. 2 pts., 5 each.
8. Parse *he* and *descending*. 2 pts., 5 each.
9. Analyze the above. 10.
10. Correct: Whom do you think it is; and parse the interrogative pronoun. 2 pts., 5 each.

GEOGRAPHY.—1. Name the eight principal points of the compass in order, beginning at the North. 8 pts., 1½ off for each omission.

2. Define the terms: mountain shed, plateau. 2 pts., 5 each.
3. What is a volcano? Where are volcanoes chiefly found? 2 pts., 5 each.
4. How is a glacier formed? 10.
5. Define the terms: republic, metropolis. 2 pts., 5 each.
6. What city in the United States has large iron establishments, large glass works, and deals in large quantities of petroleum? 10.
7. For what is Rome celebrated? 10.
8. What mountain range separates India from the Chinese Empire? 10.
9. On what rivers are the following cities situated: Stettin, Hamburg, Bremen, London, Frankfort? 5 pts., 2 each.
10. Bound Afghanistan. 10.

HISTORY.—1. Give a brief account of Ferdinand De Soto. 10.

2. (a) Who were the Puritans? and (b) where their first settlement in America? a=7; b=3.
3. What were the chief events in Washington's career? 10.
4. What first impelled the colonies to political union? 10.
5. How did Queen Anne's war affect the colonies? 10.
6. Who was Edmond Andros? 10.
7. What was the origin of the Ohio Company in 1749? 10.
8. What was the Stamp Act of 1765? 10.
9. Describe briefly the battle of Lexington, 1775. 10.
10. What brought about the alliance between the United States and France, 1778? 10.

PHYSIOLOGY.—1. What is an organ of the body? 10.

2. Give two of the uses of the muscles. 2 pts., 5 each.
3. Give two injurious effects of "tight lacing." 2 pts., 5 each.

4. Why are muscles of the right arm usually larger and firmer than those of the left? 10.
5. What is the function of the liver? 10.
6. What is the distinction between veins and arteries? 10.
7. Locate each of the following bones: Humerus, Femur, Tibia, Sternum, Scapula, and Patella. 5 pts., 2 each.
8. What is the cause of animal heat? 10.
9. What is the proper treatment of a frozen ear? 10.
10. How may the flow of blood from a wounded artery be stopped? 10.

THEORY AND PRACTICE.—1. What is the distinction between mental and written solutions of problems in arithmetic? 20.

2. Give two of the advantages of the written method of teaching spelling. 2 pts., 10 each.

3. State two conditions essential to the correct reading of a sentence. 2 pts., 10 each.

4. What is the distinction between an oral lesson and a recitation? 20.

5. Give two of the objects of punishment in school. 2 pts., 10 each.

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### QUERY—THE "NEW PRONOUN."

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MR. EDITOR: Will you be kind enough to give us your views in regard to the necessity of a new pronoun in our language?

Ans. The following from the Canada School Journal, makes as satisfactory answer to the above question as we have seen, and we give it:

Sir:—I am somewhat surprised that any educated persons should find any difficulty of the kind you speak of in your notice of the above controversy in your March number. The awkwardness of using pronouns of both genders in the singular in connection with two antecedents of different genders, separated by a disjunctive conjunction, is not unavoidable if the pronouns we have in English be only boldly and properly used. Take the sentence quoted by the writer in the *Atlantic Monthly*: "Let every brother or sister examine himself or herself, and looking into his or her heart find out his or her besetting sin and resolutely cast it from him or her." I admit that this is not only awkward, but outrageously pedantic; and what is the remedy? Not, certainly, the invention of a new form for which there is no felt necessity, and not the substitution of the plural for the two singular forms, which, as the writer in the *Ohio Educational Monthly* admits, is condemned by all grammarians and shunned by all good writers and speakers. Substitute the one plural for the two singular forms and how much of the awkwardness disappears? "Let every brother and sister examine themselves, and looking into their heart find out their besetting sin and resolutely cast it from them." Instead of being merely awkward and pedantic, this is utterly and hopelessly objectionable on the ground that it is based on a resort to the use of an ad-



mitted solecism, for which, by the way, there is not the slightest necessity, and therefore no justification. The sentence should read, "Let every brother and sister examine himself, and looking into his heart find out his besetting sin and resolutely cast it from him." In English the masculine noun or pronoun is usually the generic term, and as such it includes both sexes; and it is no more awkward or pedantic to use "his" and "him" as above than to say "man is mortal," when we mean to say that women die as well as men. I am very much astonished that any difficulty should ever be felt in the matter, and I hope the teachers of Canada will resolutely oppose any resort to either the invention of a new term or to a solecism in the use of an old one in order to get out of a trouble which exists only in the imagination of those who are imperfectly acquainted with the genius and usage of our English tongue.

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MR. EDITOR:—I enclose a paragraph published by our county superintendent as proof that the bill requiring the examination of county superintendents should become law. He says: "On Saturday last we had quite a large turnout of *the* applicants for *teachers license*. As a general thing the applicants *done* well, but there is still plenty of room for improvement, in *particular* in the branch of arithmetic. In that branch the male applicants *done* the best. We also found much improvement among those who had been regular attendants of township and county Institutes, *than those whom* we learned had failed to take any part or interest *in that direction*."

O, ye shades of Lindley Murray!

"*The Common School Teacher*" says, in answer to a question as to the difference between a strong and a weak verb, that "a strong verb is one that does not require an object to complete its sense; a weak one does." We advise the Teacher to try again. The answer is positively wrong.—*Ohio Ed. Monthly*.

THE late Illinois Legislature came within *one* vote of repealing the law under which the state normal schools were established.

THE Miami county normal will open for a six-weeks term at Amboy, April 28, under the management of Sup't Ewing, assisted by J. W. Robinson, a graduate of Holbrook normal school.

"Gladewood Female Seminary, Normal School, and Business Institute" is the name of a new institution of learning to be opened in Denver, April 29. Rev. Scott F. Hershey, Eugene C. McGinley, and Miss Fannie A. Constant, constitute the board of instructors.

J. K. WALTZ, superintendent of the Logansport schools, is designated in the State Superintendent's late report as the author of the Historical Sketch of Logansport. Mr. Waltz, not wishing to take the credit of work not really done by him, desires the Journal to state that Mr. Thomas B. Helm, the first superintendent of Logansport, is the author, and not himself.

"THE ELEMENTS OF WEAKNESS IN OUR SCHOOL WORK."  
A REPLY.

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EDITOR SCHOOL JOURNAL:—In last month's Journal you criticized rather severely my address before the Southern Indiana Teachers' Association. You state, at the outset, that my address did not meet the approval of a part of my audience, and that one poor fellow felt himself all "bespattered with mud," another thought that I had put a "club" into the hands of the enemies of our school system. My address was published here in my own city, and was read by nearly every one in this vicinity, and yet I have heard of no outbreak as yet. At the Association all whose approval I valued, *personally* expressed themselves as *entirely in accord with myself* as to the evils which are creeping into our school work. A few, like yourself, who agree with me, thought that these evils were not so extensive as I represented. I certainly did not intend to convey the impression that these evils were to be found in *every* city, and a careful reading of my address will sustain my view of it. I am opposed (1) to teaching so many branches not required by law; (2) to neglecting to teach thoroughly the essential branches; (3) to teaching the natural sciences in lower grades; (4) to building so many school houses until we have enough pupils to fill them. I have received the heartiest endorsements from schoolmen from all parts of the state. One of these I enclose and ask you to insert it. It is from the oldest and one of the best teachers in the state; a man who has been in the school work for over fifty years, and who has done more for the common schools of Indiana than any other living man, and whose approval I prize very highly. Need I say that I refer to the venerable Prof. James G. May? He says:

"The prime intent of Indiana's magnificent school fund is not to give employment to twelve or thirteen thousand persons in the capacity of teachers, but to afford all the state's children, *poor* as well as *rich*, an ample opportunity to secure a practical education.

"After more than one very careful reading of your 'Seymour Address,' I am fully convinced that you not only comprehend the noble *design* of our Common School System, but entertain an earnest purpose that the *prime intent* shall be fully met. The whole scope of your address sustains this conclusion. Generally, your points are exceedingly well taken. Common sense sustains them.

"It is true, but most unfortunate for the children and youth, that 'every innovation is welcomed as a reform,' but must be thrust into the school room. In the past twenty-five years how many of these innovations have been forced into the schools, have run their course and given place to other innovations even more pernicious.

"'The multiplicity of school houses in the country' is a point susceptible of the clearest demonstration. The 'multiplicity of studies.' Deny who will, this *is* a serious evil which is turning multitudes of poor children who are compelled to earn a livelihood, at an early age away from school very poorly educated.

"The manly position relative to the 'Three R' age of education is not only true, but deserves the highest commendation. If a few of the sneerers could spend a term or two under the old 'Three R' regimen, their educational articles would share much less of the '*seeing kettles scoured with half-an-eye*' style of composition. I might take up what you say on teaching spelling, English grammar, arithmetic, geography, and every other branch, and express equal approbation, but such an attempt would be unnecessary.

"I conclude by thanking you from my heart for your daring effort in behalf of the *children* of Indiana.

Very respectfully yours,

JAMES G. MAY."

With the above "I rest my case," asking those who may have a copy of my address to give it a careful reading before forming an opinion of it. No one loves our common school system more than I do. Take it away and there would be little left in our political system which I could honor; for a republic founded upon ignorance is the *worst form of government* in the world.

In conclusion let me say that you, Mr. Editor, in your article entitled "Put on the Breaks," in the March number of 1877, expressed, in substance, my own sentiments. Publish that article again, and oblige yours,

T. J. CHARLTON.

VINCENNES, Ind., Apr. 18, 1879.

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MOST of the trustees have money in their possession belonging to the township, which they deposit for safe keeping in banks. Many of them receive a low rate of interest on these deposits. In some instances this interest is appropriated by the trustee; in some instances it is added to the principal and appropriated to the ordinary uses of the fund to which it belongs; in some instances the interest is appropriated to the purchase of new books for the township library. The Journal urges upon trustees the last named course. The money cannot be appropriated in a wiser or more useful way.

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EARLHAM COLLEGE.—There has been added to the Earlham College Museum the skeleton of Van Amburg's great elephant, *Tippo Saib*, mounted in first class style by Prof. Ward, of Rochester, N. Y. Pres. Moore set up said skeleton in Lyceum Hall, Richmond, and gave a free exhibit of it, together with some very large Mastodon bones, to all the schools of the city in the afternoon, and in the evening of the same day gave a free lecture to all. *Tippo Saib* had a *full house* both times, and gave his first lesson on comparative anatomy since being exalted to the position of educator. He *will continue* to give lessons free.

S. D. CRANE, superintendent of Lagrange county, has been engaged in a newspaper discussion of the merits of county superintendency. Mr. Crane makes a strong defense, and proves, beyond a doubt to any school man, the necessity of the office to country schools.

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**MEETING OF COUNTY SUPERINTENDENTS.**

The Convention of Superintendents of Middle Eastern Indiana was held at Muncie, on the 26th and 27th of March. Sup't Wilson, of Henry county, was chairman, and Sup't Macpherson, of Wayne county, was secretary. The first afternoon and evening were spent in the discussion of reports and the manner of marking applicants' papers. Next morning the superintendents, accompanied by Prof. McRae and A. O. Shortridge, inspected a country school house near Muncie, and, upon their return to the place of meeting, the following resolutions were adopted:

1. That we approve the plan of said house as in all respects the best for the accommodation of a common district school that we have seen.

2. That Messrs. McRae and Clancy be requested to make out a plan of said school house and forward it to the Indiana School Journal for publication,

Sup't Clancy read a paper "Co-operative Efforts of County Superintendents," and the method of correcting errors while visiting schools was discussed. Sup't Blount, of Rush county, offered resolutions expressive of the feelings of the convention upon the death of W. P. Smith, county superintendent of Hancock county, which were adopted. Convention adjourned to meet at the call of a committee appointed for that purpose.

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**NORMAL INSTITUTES.**

A six-weeks' normal will be held at Tipton, beginning July 14, under the supervision of county superintendent B. M. Blount and J. M. Stout, principal of the Tipton high school.

The review term of the Dover Hill Academy, under the direction of F. M. Westhafer and county superintendent Thos. F. McGuyer, will open July 8, for a session of eight weeks.

J. H. Neff opened a ten-weeks' session of a normal institute in Michigantown, April 8.

The spring term of Spiceland Academy and Normal School has opened with a full attendance, among which are quite a number of teachers and those expecting to enter that profession. A summer term (normal) will be held, to begin July 21.

J. F. Richards will open a six-weeks' normal at Mansfield, O., July 8.

A six-weeks' normal will be held in Bloomington, beginning July 16, conducted by W. F. L. Sanders and J. A. Woodburn.

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THERE will be held in Florence, Mass., the last week in August, a convention of Kindergartners, the main object being to become acquainted and to put into common stock what they have learned and what they think.

QUERIES.—1. Wanted, a concise solution of problem 8, in the State Board questions published in the March Journal.

2. John was refused admittance. Is this a correct sentence? Why? Syntax of "admittance."

3. A fountain has 8 pipes, 4 receiving and 4 discharging, which are respectively A, B, C, and D; E, F, G, and H. A, B, and C, will fill it in 6 hrs., B, C, and D, in 8; C, D, and A, in 12; D, A, B, in 15. E, F, and G, will empty it in 6 hours; F, G, and H, in 5; G, H, and E, in 4; H, E, and F, in 3 hours. The fountain is full. If all the pipes are left open, how long will it be in emptying?

4. Ten years ago the age of A was  $\frac{3}{4}$  the age of B, and ten years hence the age of A will be  $\frac{5}{6}$  of the age of B; what is the age of each?

*Answers to Queries.*—Quite a number of answers have been sent us to the queries propounded in the April Journal, but are unavoidably crowded out till next month, except a solution to query no. 4, which is given below:

Produce the oblique sides until they meet, forming a triangle. The sides converge 10 rods in 80, or 20 in a 160. Hence the equal sides of the triangle are 160, the base 20.

$$\text{Area} = \sqrt{\frac{160+160+20}{2} \left( \frac{160+160+20}{2} - 160 \right) \left( \frac{160+160+20}{2} - 160 \right) \left( \frac{160+160+20}{2} - 20 \right)} = \sqrt{2,550,000} = 1596.9.$$

Its altitude is  $1596.9 + (\frac{1}{2} \text{ of } 20) = 159.69$ .

Length of quadrilateral =  $\frac{1}{2}$  of  $159.69 = 79.845$ .

Since large triangle is made of 4 small ones, and the quadrilateral is made up of 3 of them, the area of quad. =  $\frac{3}{4}$  of area of triangle, and  $\frac{1}{2}$  of area of quad. =  $\frac{3}{8}$  of triangle. Hence cutting off  $\frac{5}{8}$  of triangle will leave  $\frac{1}{2}$  of the quadrilateral.

$\frac{5}{8}$  of  $1596.9 = 998.625$ , area to be cut off from apex of triangle, to leave  $\frac{1}{2}$  of quad.

To find the altitude of a triangle which is similar to the whole triangle, and whose area is 998,625,

$$1596.9 : 998.625 :: 159.69^2 : (x^2 = 15947.04 \text{ sq. rods.})$$

Hence  $x = 126.28$  rods, the altitude of the triangle to be removed in order to leave  $\frac{1}{2}$  of quadrilateral.

To find distance of dividing line from greater end,

$$159.69 - 126.28 = 33.41 \text{ rods.}$$

To find the length of this dividing line,

$$159.69 : 126.28 :: 20 : (x = 15.82 \text{ rods.})$$

T. H. DUNN.

THE following certificate explains itself, and contains an idea that should be valuable to many county superintendents:

*Certificate of Scholarship.*—This certifies that \_\_\_\_\_ has passed an examination in the following branches, with the result indicated in the annexed grade:

|                            |                   |                |                   |
|----------------------------|-------------------|----------------|-------------------|
| Reading, _____             | Writing, _____    | Grammar, _____ | Geography, _____  |
| Spelling, _____            | Arithmetic, _____ | History, _____ | Physiology, _____ |
| Average scholarship, _____ |                   |                |                   |

And that \_\_\_\_\_ is entitled to the \_\_\_\_\_ grade of \_\_\_\_\_, Department of School No. —, \_\_\_\_\_ Township, Marion County, Indiana.

\_\_\_\_\_ 187 . \_\_\_\_\_, Teacher.

NOTE—Preserve this Card, and present to teacher on entering school the next term.

L. P. HARLAN, County Sup't.

**TIPPECANOE COUNTY.**—Teachers employed in district schools, 152; length of school term increased by several days; wages will average fully as much as last year; township institutes have been better attended than ever before; our county association meets quarterly. About 50 schools have prepared work for exhibition at the county fair, and it is now in the office of the county superintendent. It is much superior to that prepared last year. W. H. Caulkins is county superintendent.

**CASS COUNTY.**—The Reunion of teachers held in Logansport on Friday and Saturday, Feb. 14 and 15, was one of the most interesting teachers' meetings that ever convened in the county. The teachers of the county and city were, with but twenty-two exceptions, present; the whole number is over 150. A number of the absences was occasioned by sickness. The programme that had been previously arranged by Sup't Harry G. Wilson, was a good one, and was carried out in full. Judge D. P. Baldwin, of Logansport, made a most excellent address, which will be found in the Journal next month. The above report was unaccountably delayed in reaching us; hence, the lateness of its appearance.

*The Normal Teacher*, published at Danville, for March, came to us Apr 3, one month late, and the February number was received about a week earlier. The editor explains: "*The fault has been with our printers.*" The March number contains less than twenty-one pages of reading matter, and shows other signs of distress.

*The Pennsylvania School Journal*, the largest and most extensively circulated educational monthly in the United States, compliments this journal by reprinting two of its articles: Miss Chapin's "Philosophy of the Kindergarten," and Rev. O. C. McCulloch's list of "Good Books for the Young."

*Scribner's Monthly* has reached a circulation of 95,000. It leads all other monthlies in this country. Every teacher should take and read some good magazine.

*The Northern Indiana Normal School*, at Valparaiso, whose almost miraculous growth has been frequently mentioned in this Journal, again astonishes everybody by announcing "*two hundred and fifty* more students in attendance this term than ever before." H. B. Brown, the principal, is "the power behind the throne."

*The Library and the School* is the name of a new literary and educational paper recently started at Columbus, Ohio, by H. W. Derby & Co. The paper makes a specialty of advertising and selling libraries and books suited for libraries. Especially is the "People's Library" recommended. It contains many excellent books, and not one poor one.

THE NEXT STATE TEACHERS' ASSOCIATION.—The Executive Committee of the State Teachers' Association met at Indianapolis recently and decided the following points in regard to the next association:

It will meet in Indianapolis Dec. 29, 1879, and adjourn Dec. 31. There will be no "manuscript discussions." One session will be devoted to a paper on "natural science in the lower schools," and a general discussion of the same. There will be but six other papers—two by ladies, one by a college man, two by common school men, and one by a county superintendent. A time will be set apart for a miscellaneous meeting, at which any one may present any subject he may wish to have discussed.

The Committee was well represented. There were present, H. B. Jacobs, chairman; J. N. Study, E. E. Smith, H. S. Tarbell, S. S. Parr. The members not present were S. D. Crane and J. R. Hall.

LOGANSPOUT.—Report for month ending March 28: Enrollment, 1,406; belonging, 1,303; daily attendance, 1,219; per cent of attendance, 93.5; neither tardy nor absent, 504; visits to schools, 343; visits to parents, 141. J. K. Walts is superintendent.

SCIPIO.—The "Scipio Normal and Review School" opened its spring term April 21. O. F. Johnson is principal.

DUBLIN.—The fifth commencement of the Dublin high school occurred April 25. There were four graduates—one male and three females.

Notre Dame University building, two miles from South Bend, was destroyed by fire April 23. The students have been sent home, and the work of rebuilding has already begun, with a view to reopening the college next Sept. The institution was one of the largest of the kind in the West.

THE Wisconsin Legislature has passed a Compulsory Education law. It is very much like the one passed a year ago in Ohio.

"The Phonic Educator," issued monthly at Cincinnati, O., will keep those interested in the art phonetic, posted.

In last month's Journal the name of the place was accidentally omitted for the advertisement of W. S. Goodnough, in regard to his Summer Art school. It is corrected this month. The school is at Columbus, *Ohio*, not Ind.

D. E. HUNTER, superintendent of the Washington schools, will take his geology class to the Cannelburg coal mines, to "Jug Rock," and to "White River Bluffs."

## PERSONAL.

Aaron Pope, principal of the McCordsville schools, has been appointed superintendent of Hancock county, to fill the unexpired term of W. P. Smith, deceased. Mr. Pope is an active, energetic man, and will do good work as superintendent.

W. Buzzell is superintendent of the Attica schools.

James H. Eldridge, of the firm of Eldridge & Brother, publishers, died at his home in Philadelphia, March 19, aged 54 years.

Sheridan Cox has been re-elected Superintendent of the Kokomo schools, but it is understood that he will resign soon to go to New Mexico, where he has purchased an interest in a silver mine. W. H. McClain, principal of the high school will take his place as superintendent when he resigns.

Pleasant Bond, of Indianapolis, well known to many of the teachers and superintendents of the state, will do work in normals and institutes this summer, if called upon.

Prof. David S. Jordan, of Butler University, has been tendered the chair of natural science in the State University, made vacant by the resignation of Prof. Richard Owen.

Prof. John Collett, well known to the scientific men of the state, has been appointed, by the Governor, chief of the newly established "Bureau of Statistics and Geology." The Legislature abolished the office of state geologist and established this "bureau" instead. Prof. Collett is eminently qualified for the place.

We are very glad to announce that Daniel Hough, who has been dangerously ill with heart disease for several months past, is now better and hopes soon to be out again. He has been confined to his room most of the time since the holidays. He will, perhaps, return to Indiana. It will be remembered that he is now at Ann Arbor, Mich.

Daniel B. Veazey, who acted many years in this state as the agent of D. Appleton & Co., is now at work for Van Antwerp, Bragg, & Co., with headquarters in St. Louis. Daniel has many warm friends in Indiana.

O. J. Craig, for the past three years principal of the Montezuma schools, reports his work in good order, and a graduating class of 3. Commencement, May 21.

Joshua H. Groves, superintendent of the Cannelton schools, says that Sup't Smart's recent visit to Cannelton was highly appreciated, and that the people regard him as "the right man in the right place."

T. G. Alford has resigned his place in Vincennes University to take the principalship of the Washington high school. Mr. A. Cullop, of Edwardsport, a graduate of Hanover College, has been selected to take his place. The university is in a flourishing condition, with Lewis Prugh as principal.



J. K. Walts, the efficient superintendent of the Logansport schools, takes great pleasure in raising fine chickens. He is president of the Logansport Poultry Association.

Samuel Lilly, superintendent of the Gosport schools, had to suspend the schools recently for two weeks, on account of the measles.

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## BOOK TABLE.

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SHORT HISTORY OF GERMAN LITERATURE, by James K. Hosmer. St. Louis: G. I. Jones & Co.

Mr. Hosmer is professor of English and German literature in Washington University, St. Louis; has spent several years in Germany studying the language and the literature, and in visiting the places made famous by the men noted as authors. German literature, next to American and English, is of importance to the American scholar. Some knowledge of this branch of letters is essential to every one who wishes to be classed with the cultivated. Germany is an old country, and has for centuries been noted for its eminent scholars, so the field is a vast one, and the task of making a good selection of matter is a great one. An ordinary fault with authors of English literature is that they fill their books with short notices of numerous authors instead of devoting large space to the *masters*.

Prof. Hosmer has taken the correct course, and in his volume of 600 pages has given a very satisfactory review of his ponderous subject by treating only the great periods, the great departments, the great authors, and the great literary productions. An American student, desirous of learning something of German literature and Germany's great authors, can hardly do better than to read this book. It is written in pleasing style, and the publishers have done their part well.

SHAKESPEARE'S TRAGEDY OF HAMLET, with introduction and notes explanatory and critical, by Henry N. Hudson. Boston: Ginn & Heath.

The author of the above book is professor of English literature in the School of Oratory, Boston University, and has made Shakespeare a special study for years. About nine years ago he had issued, in pamphlet form, his "*School Shakespeare*," which has had a large reading. In 1875 the same publishers issued for him two large volumes entitled "*Shakespeare's Life, Art, and Characteristics*," in which he gives a historical, philological, and critical analysis of each of the Plays, with the biography of the author. Perhaps no American stands higher than Mr. Hudson as a Shakesperian critic.

The volume before us (Hamlet) is the first of a new edition of the old pamphlet series, and is neatly bound in cloth. The history and critical analysis of the play occupies 44 pages, and is the most satisfactory we have yet seen. For convenience, the notes and explanations are placed at the foot

of the page instead of at the close of the book. It is bound in neat style, and the type is beautiful. Each play is to follow in like form and with like history, notes, and analysis. The form is the most convenient, and, for school purposes, nothing yet published exceeds it.

*The National Temperance Songster*, by W. O. Moffitt, is filled with live temperance songs, and is, perhaps, the best 10-cent book of the kind published. S. L. Morrow & Co., publishers, Indianapolis.

*The Christian Union*, edited by Henry Ward Beecher and Lyman Abbott, is by far the best religious and family newspaper that comes to our table. It is liberal and yet strictly christian, and its articles, both editorial and contributed, are fresh, vigorous, and helpful. Every article can be read with interest and profit. The summary of the news of the week, both home and foreign, is the best we see, and we have access to many papers and magazines.

*The National Sunday-school Teacher* deserves its increasing popularity. It is among the best and brightest of our exchanges. It is full of good things on the lessons, and of other good things which are of interest and profit to Sunday-school people. Chicago: Adams, Blackmer, & Lyon Publishing Co.

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## BUSINESS NOTICES.

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### SQUARE AND CUBE ROOT,

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Used and recommended by over two hundred High Schools and Colleges in the Northwest.

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## Western Normal School of Languages.

*Iowa College, Grinnel, Iowa—A Summer School.*—Second session will commence July 8, 1879, and continue six weeks. German, French, Latin, and Greek, on the "Natural Method." Its aim will be not only to teach Languages, but also to familiarize instructors with the Natural Method of teaching the ancient and modern languages. Competent instructors of the Method will assist the Principal. Persons desiring further information about the school will please address the undersigned, for circulars giving full particulars, at 143 Tremont st., Boston, Mass.;—after May 21, Mr. W. F. REED, Secretary, Iowa College, Grinnell, Iowa.

HENRY COHN.

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**WANTED.**—Teachers not engaged during the summer vacation may find employment by addressing J. M. OLCOTT, 36 East Market st., Indianapolis.

**ZELL'S ENCYCLOPEDIA.**—Complete in a single volume, and at once supplying the place of a dictionary, cyclopedia, and gazetteer.

"One of the best works ever published. Should be in the hands of every teacher."—H. B. Brown, Prin. N. I. N. S.

"The low price puts it in the reach of all. I most heartily commend the work not only to teachers, students, and the professional class generally, but to all who desire the greatest amount of information in the briefest compass."—G. P. Peale, Pas. Chris. Church, Terre Haute, Ind.

"I consider it a most valuable work. A cyclopedia for the people."—S. M. Etter, Sup't Public Instruction, Ill.

"A marvel of completeness. Every district school should be supplied with so admirable a book of reference."—Prof. Metcalf, Illinois Normal.

"I am much pleased with it. Among its advantages I find the following: 1. It contains much in a small compass. 2. The articles, though brief, are well written. 3. The full-faced type in which it is printed makes it easy to find, without loss of time, what one desires. 4. Its clear maps. 5. Its cheapness."—C. W. Hodgkin, State Normal School.

This work will be sent, prepaid, to any part of Indiana on receipt of \$6.

**ZELL'S CONDENSED CYCLOPEDIA.**—What leading educators say:

Much valuable information has been condensed into small compass. I should be pleased to see such a book used intelligently in every district school in the state.

J. M. WILSON,

Prof. Mathematics Ind. State Normal School.

I am convinced that it is a work of much value. It is at once *concise, comprehensive, and well arranged*. The work is substantially put up, and has a perspicuous page and careful pronunciation. The maps are new and well engraved. The cheapness of the work is such as to place it within the reach of all.

JOHN C. RIDPATH, Ind. Asbury University.

We indorse the above.

J. LINDLEY, PHILANDER WILEY.

I heartily indorse the above. G. W. LEE, Sup't of Greencastle schools.

I have carefully examined Zell's Condensed Cyclopedia, and believe it to be a valuable book. For the price, I know of nothing else of the kind so good. It will certainly be valuable to teachers.

W. A. BELL,

Ed. Ind. School Journal.

I consider Zell's Condensed Cyclopedia perfectly adapted to meet a want which no other book supplies, in that it is so exceedingly cheap and convenient for general reference. School officers could not do a better thing than to place a copy in every school room. J. W. MILAM, Sup't Knox co., Ind.

County agents wanted.

CLINE & CARAWAY, Agents for Ind.,

3-tf

Perrysville, Ind.

VACATION PARTY TO EUROPE, July and August, 1879—Third Year—Send postal card for circular of *Trip to Europe*, planned especially for teachers. Unusual inducements. Mr. Burchard's book, "Two Months in Europe," will be published soon. If yourself or friends think of going abroad, do not fail to send for circulars to

O. R. BURCHARD,

State Normal School, Fredonia, N. Y.

2-5t

**The successful and easy teaching of Geography requires the use of Guyot's Wall Maps. Send for circular of reduced prices to CHARLES SCRIBNER'S SONS, 743 & 745 Broadway, N. Y., or to O. S. COOK, Western Agt., 248, Wabash Av., Chicago, Illinois.**

**5-11**

**THE SUMMER NORMAL AT PERRYVILLE.**—A Normal Institute, similar to that of last year, will be held at Perryville, Ind., under the management of the County Superintendent, assisted by competent teachers. The term will begin on the 19th of May, 1879, and continue ten weeks. The Normal will be supplemented by the County Institute at Eugene, during the first week in September. For particulars, address **J. CAMPBELL, Co. Sept.**  
Perryville, Ind.

**THE SCHOOL JOURNAL MAP OF INDIANA** is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

**Agents wanted in every township.** Address **W. A. Bell, Indianapolis,** for circular and terms.

**WOODLAND** Send 50c.  
10c. 10 p. 12.  
**LATEST!**  
**BEST!**  
**Day School Slating Book.**  
**By S. W. Straub.** **ECHOES**  
Jansen, McClurg & Co., Chicago.



**BUCKETT BELL FOUNDRY.**

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Superior Bells of Copper and Tin,  
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Factories, Court Houses, Fire Alarms,  
Tower Clocks, Chimes, etc. Fully  
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102 and 104 East Second St., Cincinnati.

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# INDIANA SCHOOL JOURNAL.

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VOL. XXIV.

JUNE, 1879.

No. 6.

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## WHAT KNOWLEDGE IS OF MOST WORTH?\*

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H. B. BROWN, Pres. Nor. Ind. Nor. School.

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*Concluded.*

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**A**FTER all, will it *pay* to expend money, time, and labor for an education? Before engaging in any business transaction the question with us is, "Will it pay?" If I invest my money shall I receive an equivalent with interest? The merchant makes a careful estimate of expenditures, allowances for losses, waste, and goods that will remain on the shelf, and then computes the gain. The mechanic, before closing a contract, counts the cost of material, of help, of his own time, and then computes the gain; if sufficient, he says, "I will do the work." The same reasoning may be applied to education. "Will it pay?" Could I not accumulate wealth and enjoy life just as well without it?

Before preparing this paper, I visited many of the largest manufactories in Chicago. My object was to determine the relative value placed upon education. I entered the great stove and iron establishment, made my business known, when the manager said: "There is a vast difference in the work my men do. Some can do twice, nay thrice what others do; and, apparently, with less effort, and we know well, with much less injury

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\* Read before the State Teachers' Association at Ft. Wayne, Jan. 3, 1879.

to the machinery." Said he, "We never employ men without first determining something of their education." We attribute the difference in work to the difference in education. Those who carry the sand, wash the plates, are but little above the brute, and receive wages according to the brute force they may be able to put forth. Out of thirty, fourteen receipted for their salary with their mark; the others are barely able to write their own names. In the other departments, many of these employed had begun with the most menial work, but they would not be content with it. They would rise. Their education taught them how to do more and more work, and that of a better quality. They made themselves necessary to the business. Nay, some of them are so skillful and ingenious that they compel their employers to retain them. Besides, they are more faithful both in the shop and out of it. They read more books, and keep better posted on current literature. They are happier, more cheerful, and enjoy life better than any other class. But few of those who have an ordinary school education that have not money at interest, homes of their own, and are independent. It is true that they are not so well educated in the sciences and mathematics, but they have that practical education which is of most worth; that which teaches them that application and faithfulness in the discharge of duty cause them to rise. As a class, the uneducated are selfish, vicious, and licentious, caring but little for themselves or families. They spend their earnings in the saloon or gambling den. They are paid on Saturday evening, and by Monday morning have nothing left. They are usually in debt, and thus lead a miserable, debauched life." Mr. Straight, who has charge of about two thousand one hundred men, says the effects of the rudiments of an education on a manufacturing population is remarkable. He further states that very few who have not been in school ever rise above the lowest grade of work; and their labor is profitable in the degree to which they are educated. The large majority of those now holding responsible positions among his men are such as have given attention to the acquirement of knowledge. Those who do the finest work are the ones best educated; and the wages paid to these range from 50 to 200 per cent greater than to those who have but little general information. This is true not only among individuals, but among na-

tions as well. Take many of the provinces of Russia. In these places, the degree of civilization is but little above that of the wild beasts. Here we find, according to statistics given in 1870, that even in this great country which boasts of its armies and its wealth, hundreds suffer the pangs of famine every year; and this in a region where the soil is fertile and large crops may be raised. In some of the more sterile regions, a better class reside; they prosper, and know no such thing as want.

Spain is an example of the sad effects of being without a system of free public schools. Murder is frequent, banditti are paid large sums for protection, and all of the evils and vices of a wicked and uneducated people are manifest. The masses have no money; the soil is, in many places, uncultivated; rude huts answer for homes. The condition of Spain, at the present time, is good compared with the Spain of years ago. In 1826, the number of convictions for murder was 1,233, in addition to which there were 1,783 convictions on charges of assault with intent to kill, and 1,620 persons convicted of robbery. During the same year, the number of convictions for murder in England and Wales was twelve, and the number convicted of wounding with intent to kill was fourteen. This is a fair illustration of the evils of ignorance.

In Prussia, where the idea, at least, of a system of education is as perfect as can be found, the soil is tilled, the products are of the best quality, and everything increases the already overflowing coffers.

Take in the counties as you travel throughout our own state. You will notice a vast difference in the culture of the people. This can be told without stopping to inquire. It is seen in the beautiful residences, the fine farms, the carefully tilled fields, the bountiful harvests, the groaning granaries, the blooming yards, the rich orchards. Everything indicates thrift and prosperity, outgrowths of education. Education is seen in our villages, our towns, our cities. It is manifest in the walks, the streets, the business houses, in the display of goods, in the genteel salesman, in the churches, the ministers. In fact, everything proves the power in even a common school education. How many times do we say, "The common schools are the hope of our country," without taking into consideration more than a meagre part of their great influence on society and hu-

man happiness! Surely they should be cherished and nurtured with most tender care. Property should be more willing to contribute out of its great store abundantly to the support of these. It is a duty she owes to herself, to her own accumulation and advancement.

It is this same education which raised this, our state, from being a byword to a position where she demands, yes, has the respect of all her sister states.

As a nation we have learned much by experimenting, and much of this has been ignorantly done; yet, we have advanced step by step, until we know no superior. We have learned by experimenting; and while some of this has been bitter, we have but followed the general rule. The lawyer may have ever so good a knowledge of Blackstone, may be familiar with the science of law, yet unless he has cases on which to experiment, he will win no laurels.

The teacher may have a perfect knowledge of the branches to be taught, but it is by experimenting that he gives to us new plans, new theories, new methods.

In ancient times there were schools for the nobles and schools for the lords, but in this free, enlightened land of ours we have schools for all. The poorest slave has equal rights in our great system of public schools.

In former ages, the people were taught that the power from God came to the monarch, and from the monarch to the lords, and from the lords to the common people.

Now we are taught that the power from God comes first to the common people, and goes from them to the rulers. The common people say who shall rule, who shall make our laws. Instead of being servants, they themselves are our law-makers. History bears us out in the statement that the best laws have been made by the best educated men; that the purest governments have been established by the best educated men; that while we may have a Moody, yet the most good is done by educated ministers; the most righteous judgment given by the best educated judges; and the most lives saved by the educated physicians.

We have tried to show what kind of education is necessary, a means of obtaining it, and that it is absolutely necessary to the advancement of our interests as individuals and as a peo-



ple. Then we, as teachers, should realize the dignity and importance of our profession, and should strive to inculcate that knowledge which is of most worth, and which will entitle us to the reward given by the Father.

A person is said to know a thing when he has made it his own, when it is a part of his very being, the blood, the sinews, the muscles. It has been said that a man is educated just to the degree in which he uses his knowledge, and this being the case, how much better to give our time and attention to such things as will be of practical use in life rather than to a *superfluity* of text-book knowledge.

No, true education consists in that development of the being that will cause the young person to feel his power, influence, and responsibility; that will make him realize that he can accomplish whatever he wills to accomplish; that which will make him honest, energetic, enthusiastic; that which will cause him to push forward and overcome every difficulty.

If life could all be childhood and youth, then a thorough knowledge of books would be unnecessary. Who is there that cannot and does not look back upon his childhood days with many longings, and wish that he might live them over again? But this cannot be. To be a man he must step to the front and be, not an idle spectator, but an active worker in the conflict.

To many the ordinary college education is a detriment. They leave the plow or the shop and go to school; prepare their lessons, pass their examinations, receive their diplomas, and with these in hand enter the arena. They suppose that this is enough, that they are thoroughly equipped, that people must respect them on account of their superior qualifications, will show them favors, will push them forward and place them in some honorable position; that unsought laurels will crown them. It is well that these dreams come in youth. The flight of imagination gives us many pleasant hours, but how deceptive! See the young man who is preparing for the law. Long before his college course is complete, he sees himself arguing some difficult case, or in his office surrounded by clients, or in legislative halls startling his hearers by his eloquence. This is all very good as a stimulus to action, but the realization comes very slowly. No; it might be well to stand outside and witness the play, and when one conquers imagine yourself in his place, but here we

find the mass of the people. They are on the outside grumbling or complaining of ill luck, of some misfortune, or the hardships of life. They do not look forward, or if they do, have not the courage to put forth the effort necessary to overcome the first difficulty. True education will cause them to step forward, surmount obstacle after obstacle, until they stand with the strongest. The conquering of one difficulty will but aid in the overcoming of another. The work will become less arduous, for they have left the crowd. They can secure positions, for there are abundant opportunities a little beyond, and earnest, continued effort will enable one finally to reach the goal! True education is that which causes one to study the ground carefully before undertaking any work, but when once begun to know *no such word as fail*. He realizes the power there is in one's own efforts; he pushes faithfully but earnestly onward; he brings all his influence to bear upon his work; he flings aside every hindrance, and with determined zeal accomplishes his purpose. True education gives that strength of character, that decision of purpose that will prompt a man to renew his efforts day by day. By these means he secures assistance from sources unthought of before. He grows stronger and stronger. He realizes that he is developing *all* of his faculties, new life springs up, his power is felt, his success acknowledged. All of this does not come from books. The pupil should be taught to look upon life as a reality. So many are loth to believe that theirs will be lives of trial, of continued striving. All appears to be sunshine.

I would not have the child gloomy and morose, but it should know how and why to prepare for the future. Let it know that success comes not without earnest effort, and that it must be willing to work.

We live in a time when everything is a source of education. We may look which way we will, and we see that which teaches us real lessons in life. We have millions and multiplied millions of books, papers, and magazines; we have libraries and reading rooms; we have schools of every grade, and these at our very doors. With all these advantages the questions may well be asked, "Why such wide-spread and seeming ignorance?" "Upon whom does this responsibility rest?" It must be traced, in a measure, to the school room.

Something is wrong. Many times I fear that this can be traced back to us as teachers.

Do we fully realize the responsibility of our profession? Do we know what it is to give direction to immortal souls? Aye, whatever may be done, nothing can take the place of culture and training on the part of the teacher.

This is *first*, the prime, moving element. We may have colleges, high schools, academies, and normal schools; the aspirant for school teaching may attend all of these, and yet he may not have those peculiar qualifications necessary to the rapid development of intellect. Teachers, as well as ministers, frequently mistake their calling. They are found in the school room when they should be in the workshop or on the farm.

They have no conception of the real duties of teachers. They freeze the young life of those entrusted to their care; and for fear of losing their dignity, or the respect of their pupils, they stand aloof and look on.

The teacher must not only be thoroughly qualified so far as book knowledge is concerned, but he must possess that personal magnetism so necessary to his success; that which will enable him to be with his pupils, enjoy their games, work with them and thus lift them up, day by day, to a higher standard, to a noble, pure life; know and feel the beauty there is in a life which merits the "well done."

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### SCHOOL APPARATUS.

(2) J. T. SCOVELL, State Normal School.

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By school apparatus is meant, apparatus for illustrating principles of physics and chemistry, specimens for illustrating facts of natural history, and libraries. Such apparatus, rightly used, may be a very valuable aid in school work, and has been regarded as important by people generally, for many centuries. Fine buildings and beautiful grounds are also considered important. In a circular from the U. S. Commissioner of Education, this question is asked: "What is the approximate value of chemical and physical apparatus?" Institutions sometimes pub

lish in their annual catalogues the value of their chemical and physical apparatus, the number of specimens in their museums, and the number of books in their libraries, and very frequently publish a cut of their buildings and grounds. While these things are valuable, their value cannot be estimated in dollars and cents, or in numbers.

A piece of apparatus for illustrating the simple machines, purchased from an instrument dealer, will cost from fifty to seventy-five dollars, while an ordinary mechanic, with a few feet of lumber and a little hardware, can make one equally valuable for educational purposes for ten or fifteen dollars. The expansion of water and air by heat, the pressure of air and water in all directions, the principle of the common pump and siphon, the convection of heat, the air thermometer, and several other ideas, may all be illustrated with fifty cents worth of apparatus, which any pupil can prepare for himself, if he wishes. The cheap apparatus is really better than the costly, since the pupil feels that he can make or get that which is simple and experiment for himself, while that which is more costly seems so entirely beyond his reach that he feels discouraged and loses interest in the subject. Some pieces of apparatus, as a microscope or telescope, are valuable to the individual investigator, but are of but little value in strictly class work. A museum of one thousand well selected, well arranged, and plainly labelled specimens, is of more educational value than many museums whose specimens are numbered by the tens of thousands. So a library containing a few well selected books may be a much more valuable working library than one containing many thousands of volumes of literary relics; and an ordinary looking building may be better arranged, better lighted, warmed, and ventilated, than some more stately edifice. Several months ago a company of gentlemen went East in the interests of an embryonic scientific institution, taking with them photographs of the fine building they had erected before securing professors or students. While conversing with educational men they frequently heard the following: "Gentlemen, you have a fine looking building, but a building does not make a school; you have begun at the wrong end to build up an educational institution." Extensive apparatus, large museums, and libraries, do not make schools. A poor teacher is a poor teacher still, with

all these helps, while a good teacher is a good teacher, even though he have no helps except those his own ready mind and hand can furnish. Earnest, intelligent, and skillful men and women, and not school apparatus, make good schools.

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## WILDWOOD FLOWERS.—II.

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LEE O. HARRIS.

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### THE WIND AND THE FLOWERS.

The wind came through the woods a wooing,  
Softly sighing as he flew,  
Now, alas, the flowers are rueing  
All his promises untrue.

"Violet, with eyes of blue!"  
Thus he whispered, gently bending,  
"Loving lives have blissful ending;  
Let me live and die with you."

Thus he whispered, sweetly, clearly,  
Vowing he would never stray,  
Till the violet loved him dearly—  
Then he laughed and flew away.  
"Fickle love hath bitter ending!"  
Sighed the violet then, in pain,  
And her modest head, low bending,  
Never dared look up again.

Then the wind, his vow forgetting,  
Like a rover wandered free,  
Thought not once of love's regretting,  
Recked not of his perfidy.  
"Anemone! Anemone!"  
Sang he then his song of wooing,  
"Loveless hearts are ever rueing!  
Yield yourself to love and me."

Ah! she listened to the rover,  
Thrilling with her promised bliss,  
And like maiden to her lover  
Tip-toed up to meet his kiss.  
Vows, alas, were vain to bind him,  
Trusting one, to love and thee,  
He, departing, left behind him  
But a dead anemone.

Now along the brook he lingers,  
Where the golden cowslips gleam,  
Where the willows dip their fingers,  
Toying with the laughing stream.

"Caltha, love is all supreme!"  
Sighed the truant softly, singing:  
"Mateless souls are only clinging  
To the heaven of a dream."

"Fairest of the Spring's fair daughters!"  
Thus the cruel flatterer said,  
And her tresses swept the waters  
As she bent her lovely head.  
But he left her there repining,  
Weeping for his broken vow,  
And a trace of tears is shining  
On her golden lashes now.

To the wild rose in the thicket  
Flew the rover false and bold,  
And the merry-hearted cricket  
Laughed to hear the tale he told.  
"Here a worshipper behold,  
Rarest, fairest queen of flowers,  
Fit to rule in Flora's bowers,  
Worthy of your crown of gold."

Then this most untrue of rovers  
Stooped to kiss her glowing face,  
And the bees, her earliest lovers,  
Left her to his false embrace.  
Cruel wind, his song was tender,  
But he rent her crown apart,  
And he left, of all her splendor,  
Nothing but her bleeding heart.

With the buttercups to dally  
Flew the wooer fickle, frail,  
And the lily of the valley  
Listened to his heartless tale.  
Sweet forget-me-nots grew pale  
While they waited his returning;  
In her crimson shame stood burning  
Cardinalis of the vale.

Sweet Clematis left her clinging,  
Yielding wholly to his will,  
And he set the blue-bells ringing  
As he swept along the hill.

But when night came, slowly creeping  
Through the wood the wind was gone,  
And the flowers all were weeping  
When they wakened at the dawn.

Again I wish to call the reader's attention to the fact that these articles are not designed to fill the place of a botanical dictionary; that their perusal is not expected to impart anything like a scientific knowledge of botany. Good works upon this study as a science are easily obtained, and these articles are simply intended to lead the reader into a taste for the investigation of plants, which is one of the most interesting and, at the same time, one of the most accessible means of recreation both of mind and body to those whose duties as teachers render some such relaxation necessary. Nor do they concern teachers alone. Hundreds of the residents of the cities and towns, and even of the country, may profit by this communion with nature in her most beautiful and most accessible form, and thereby gather fresh strength for the varied duties of life. It would be impracticable in a work of this scope to describe all the myriad forms of vegetable life with which our forests and fields are teeming. Therefore, the reader will find that I have selected but a few of the most conspicuous species. Hundreds equally as interesting will necessarily be passed without mention, and if the reader should be disappointed and desire further knowledge, and be thereby led to enter in earnest upon this subject by procuring and studying some one or more of the exhaustive treatises within his reach, then the object for which I write will be accomplished. I have avoided, as far as possible, the use of technical terms, consequently the descriptions are more extended than would otherwise be necessary. My object in this is to interest without repelling the reader at first by a dread of hard study where he seeks relaxation, which is so often the case with those who would otherwise love to investigate the mysteries and beauties that nature has crowded into this department of her domain. The interest once excited, the study becomes, in itself, a relaxation, and what is begun in listlessness is pursued through love of the science.

These articles are then but as pilot birds to the bee hunter. The honey is at the end of the journey, but it must be won by labor at last. But to proceed with our analysis.

ADDER'S TONGUE—DOG-TOOTH VIOLET.—*Americanum*. Nat. Ord. Liliaceæ.

This beautiful species of the lily family is abundant in almost all parts of Indiana. Its spotted, lanceolate leaf is one of the first green things to be found in the woods, although the flower does not usually appear before the middle of April. It springs from a bulb deep in the ground and has two opposite lance-oval leaves—one of which is much wider than the other—spotted on their upper surface, clasping between the single flower-stalk which rises from six to eight inches, bearing on its top a single flower, nodding or curved downward. The corolla is composed of six yellow petals, curved outward and arranged in two rows, the inner ones having two minute teeth on opposite sides at the base. Stamens six, inserted on the petals and bearing large, dark purple or reddish brown anthers. Pistil, one; stygmas, three. There is another variety, *E. albidum*, having flowers of a bluish-white color, but it is rarely found in this part of the state, although it may not be so rare in other localities. This plant is unfortunate in its names, all of which are certainly misnomers. Its generic name is derived from the Greek word for *red*, and yet there is no known red variety. The common name, Dog-tooth Violet, has apparently no connection with the plant, unless it refers to the downward curve of the flower, common to many other plants having no connection with the violet family. But why dog-tooth? Its more common name, Adder's Tongue, is probably a reference to the shape of its leaves, but is likely to be confounded with *Ophioglossum vulgatum*, or Adder's Tongue fern.

DUTCHMAN'S BREECHES—*Dicentra Concularia*—Gray. (Die-lytra. Wood.) Nat. Ord. Fumariaceæ.

This plant should have been mentioned in the previous article, as it will probably be out of bloom before the publication of this. Yet it can be readily recognized by both foliage and root. It grows usually in leaf mold and about rotten logs in the woods, and is noticeable for the beauty of its fern-like foliage and the oddity of its flower, the latter popularly supposed to resemble a Dutchman's breeches; though why a Dutchman's more than any other nationality, or why breeches at all for that matter, it is hard to conceive. The leaves are radical (from the root), much divided, spangled or finely cut (multified, some-



what tri-ternate), with oblong linear segments. The flowers are peculiar, rather heart-shaped, spurred at the base, white, with yellowish summit. The root bears a large number of pale red or yellowish bulbs, just under the surface of the ground; sometimes called squirrel-corn, probably from the shape and appearance of the little bulbs. This plant is one of the most conspicuous in our Indiana woods, from the elegance of its foliage and the peculiarity of its flower. The latter somewhat resembles, in shape, *Dicentra Spectabilis*, or Bleeding heart of the gardens.

WIND FLOWER—*Anemone*. Nat. Ord. Ranunculaceæ.

The *Anemone* is one of the most common, yet, at the same time, one of the most interesting plants to be found in our woods and meadows. There are three species common in Indiana. The flowers of all are almost identical, but there is a marked difference in the shape of the leaves of the different species. They also vary in the number of flowers produced upon each stalk. One prominent characteristic of the *Anemone*, and the one most easily recognized, is that its flower is borne on a slender peduncle or flower stem raised from an inch to three inches above an involucre of two or three (usually three) divided leaves. The calyx is wanting, or, according to some authorities, it has a colored calyx, and the corolla is wanting. In these articles, however, I prefer to speak of that part which determines the color of the flower as the corolla. This, in the *Anemone*, is composed of from five to ten (sometimes more) white petals, in some cases purple on the outside. The stamens and pistils are numerous. The flower, in some species, is solitary, and in others two or more.

*Anemone Nemorosa* is the first of this family to make its appearance—April, June. The leaves are in threes, the middle one three cleft, the lateral ones two parted, sometimes nearly to the base, giving the appearance of a five-parted leaf. The involucre is formed of three leaves, cleft and parted as above described, on long petioles placed in a whorl at the top of the stem, from which rises the naked peduncle of the solitary flower, the latter white or purplish outside. The leaves of this variety are toothed or notched.

*Anemone Virginiana* blossoms somewhat later than the *A. Nemorosa*, and its peduncles form in succession all summer, the

first one without leaves, but the others bearing two leaves at the middle, from which proceed two more peduncles, and so on.

*Anemone Pensylvanica* is more rare than either of the preceding, and is found principally in hilly and rocky places. The involucre consists of three wedge-shaped, three cleft and cut leaves without petioles (sessile). Its manner of flowering is very similar to *A. Virginiana*.

WAKE ROBIN—Three-leaved Nightshade. *Trillium*. Nat. Ord. Liliaceæ.

There are three species of this interesting plant to be found in this locality. There are probably four in some parts of the state. The distinguishing characteristics of the various species of the *Trillium* family are, however, the same. The name, *Trillium*, from the Latin *trillix*, tripple, plainly indicates the character of the plant. With the exception of the stamens, which are six in number, it is arranged in threes in all its parts. Three leaves on top of the single stem, three sepals to its calyx, three petals to its corolla, three pistils ending in three stygmas.

*Trillium sessile* has three oval, pointed leaves, dark green, lightly blotched, without petioles. The sepals are almost as large as the petals, probably one-third less, green with sometimes a purplish tinge on the upper side. The petals are dark purple, erect, closing together at the top. The stamens are six in number, slightly incurved, closing above and binding the pistils. They are inserted one between and one opposite each petal alternately. The pistils are large, rather triangular, and united at the base, but separating and terminating in three incurved stygmas. The stamens are large, flattened, of a greenish purple color, and edged on the inner surface with a bright yellow pollen-bearing border.

*Trillium recurvatum* differs from the preceding in that its leaves are more blotched, smaller, and narrowing at their base into short petioles, and the sepals are smaller, green, and curved or bent downward between the leaves, so that they point in an opposite direction from the petals. The latter are also smaller than in *Trillium sessile*, and of a darker, richer purple. The stamens are darker than the petals—almost black—the border on their inner surface having a pinkish tinge. This species is very common in woods and woods pastures.

*Trillium pendulum* (or grandflower) has sub-orbicular leaves much wider than either of the preceding, bright green above, without blotches, and pale green below. The flower is white and bends downwards beneath the leaves. The sepals are green, and the stamens and pistils white, the stygmas curving outward instead of inward, as in the other species. The Trillium is found in almost all situations in the woods and woods pastures from April to June.

CRANE'S BILL—*Geranium* Nat. Ord. *Geraniaceæ*.

There are two varieties of this beautiful flower belonging to this region. *Geranium maculatum*, or Spotted Crane's Bill, is probably the most common, growing in greatest profusion in thickets and along old brush-grown fences. The stem is erect, about two feet high, hairy, branching, and bearing its flowers in pairs on long peduncles. The leaves are three to five parted, the divisions wedge-shaped, sometimes blotched or spotted, but not always. The corolla is composed of five purplish petals. Sepals five. Stamens ten, the five alternate ones longer and having a gland at the base.

*Geranium Carolinianum* is smaller than the preceding in both plant and flower, the former more branching and the peduncles of the latter shorter. It is found frequently in open ground.

BELLWORT—*Uvularia Grandiflora*. Nat. Ord. *Liliaceæ*.

This plant is rather rare in some localities in Indiana, yet is frequently found in this region in rich, hilly woods, and occasionally on the level uplands. It is easily recognized by the peculiarities of both leaf and flower. The former are elliptical-oblong, parallel-veined (resembling blades) and perfoliate, *i. e.* the leaves clasp round the stem, which seems to pass through the blade just above the base. The projection at the base is less acute than the other extremity. The leaf is bright green above and lighter colored below. The stem is from ten to fifteen inches high, and somewhat drooping. At the top it divides into two parts, one of which bears a single, large, nodding, pale yellow flower, rather wilting in appearance. The corolla consists of six petals, long, narrow, and pointed, and having a gland or vectary at the base. Stamens six, inserted opposite the petals. Filaments short and rather thick, and anthers long, bearing the pollen upon the outer surface. \*

POPPOOSE ROOT—Blue Cohosh. *Leontice Thalictroides*. Wood. (Caulophyllum. Gray.)

This is a smooth, handsome plant, found in rich woods. There is but one species of the genus. The stem is from one to two feet high (sometimes more), round, dividing at some distance above the ground into two parts, one of which—the leaf stalk—divides near the first fork into three parts, each of which again divides into three slender branches, each bearing three leaves, two of which are opposite and somewhat unequally lobed. The other, or single division of the stem, is divided at the top much as the leaf stalks, and bears a racemose panicle of greenish-yellow flowers. The corolla is composed of six petals inserted by a claw, with a roundish scale on each claw, giving the flower the appearance of having a smaller corolla within the outer or larger one. Stamens, six; pistil one, forming a somewhat flattened ovary or seed pod. The flowers are small and inconspicuous. The plant is somewhat purplish when young. The leaves are lighter green beneath than above. The stem, just below the surface of the ground, is enveloped in white scales.

*To be continued.*

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## “THE ELEMENTS OF WEAKNESS IN OUR SCHOOL WORK.”

T. J. CHARLTON.

THIS country is notoriously a land of boasters. To brag seems to be the peculiar mission of a great part of our people. We boast of our free institutions, and, so far as general and state governments are concerned, we have *reason* to be proud of them, for our *form* of government is the best ever devised by man.

But who will boast of our *county*, *city*, or even our *township* management? It is in these branches of our government where, too often, demagogues hold sway and where we may find the evils of which a tax-burdened people complain.

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\* Inaugural address of T. J. Charlton, Superintendent of Public Schools, Vincennes, Ind., delivered before the Southern Indiana Teachers' Association, at Seymour, Ind., March 15, 1879.

We boast of our progress in the inventions designed to lighten labor, and here, too, we have just cause for pride, for in this field we have far excelled any nation that has ever existed.

But we show our good sense in rejecting 99 out of 100 of the inventions which have passed the scrutiny of the United States Patent Office. If one-fourth of the machines, the models of which we may see in the Patent Office building at Washington, were in general *use*, we would all believe, like John Ruskin, that it were far better to banish *all* inventions from the land and resume the primitive implements of a century ago. But in the business world utility is the criterion, and nothing which is worthless can receive public approval. The sterling sense of our business men condemns such inventions as are worthless. But, in our educational system, the same good sense is not always exercised. In most of our teachers' meetings, such as this, we constitute ourselves into a "Mutual Admiration Society," and extravagantly praise everything that has been done. Every innovation is welcomed as a reform, and all that is required to make an educational address popular, is to tickle and flatter us that our schools at present are transcendently superior to the school of the olden time.

My object to night is to point out a few of the evils that are creeping into our work and which are calculated to injure, and, in time, destroy our whole school system.

The evil which is, more than any other, injuring our *country* schools is, in my opinion, a multiplicity of school houses. There are at least twice as many country school houses as are needed. For several years I have made it my business to inquire of country teachers as to their average attendance, and I find that it varies from 9 or 10 to 25 or 30. I think that complete statistics from all parts of the state would show that the attendance in country schools is not one-third what it should be. I *know* that this is the case in *several* counties, and from the map published by our efficient state superintendent, Mr. Smart, I conclude that my observations are true in every county in the state. A false idea prevails that our dear children cannot walk far to school, and every farmer insists on having a school house at his own door. The result is that the number of "8 by 10" school houses is on the increase, and there seems to be but little hope of checking this increase. If we had one-half as many school

houses, properly distributed, our country schools would be twice as long, their teachers better paid, and twice the progress would be made. A teacher can teach 40 or 50 pupils just as well as one-half that number. I hold that county superintendents should do more to check this tendency to too many school houses.

In providing means for the upbuilding of our school system, the American people have done more than was ever done by any other people on earth.

When we adopted the graded system in cities, we asked for better buildings, and all over the land there arose, as if by magic, costly temples of learning, filled with every appliance needed in school work. We asked for laws giving school authorities a right to levy a tuition tax, whereby our school terms might be lengthened, and the laws were passed.

But when we are asked to account for our stewardship and show wherein we have improved upon the log school house education of other days, we grow alarmed and irritated, and anathematize such movements as "communism," and the men who dare insinuate that everything is not right, as "enemies of good society." Thus we grow intolerant, and instead of heeding advice we keep on our course, adding many things which are weakening our school work and rendering the system unpopular.

The *chief evil of the day* is the *tendency to a multiplicity of studies*. For several years it seems to have been the aim of school men to outstrip each other in increasing the number of studies a pupil must pursue. Instead of the few studies most of us pursued in our school days, which were four or five in number, the children of to-day, in many of our large cities, study a dozen or more. I have heard a superintendent boast that in *his* school each pupil recited in thirteen different branches daily.

The largest cities in the land took the lead in this direction, and smaller cities are always in haste to imitate them. The consequence is that all over the land there are alarming symptoms of reaction against the whole school system.

We are verifying the old maxim of the Greeks, "Whom the gods would destroy, they first make mad." We have, in many cities, a common school curriculum long enough for a college. Enterprising text-book publishers have kept pace with us until

the number of different text-books, designed for the use of our pupils, would more than cover the walls of this hall.

Some time ago I attempted to cull from the catalogues of publishing houses a list of the different subjects upon which they had published text-books. After getting up into the hundreds, I gave it up as too great an undertaking for a single life. The same causes have led to this endless variety of text-books that gave us the marvelous variety of toys. They were made to tempt school authorities to adopt them, and, child-like, we have introduced them all.

The law of Indiana allows us to teach reading, writing, orthography, arithmetic, U. S. history, grammar, and physiology in our schools, and the intent of the law was that nothing more should be pursued, at least until *they* were mastered. And yet we have introduced as many more into our lower grades, until the exact legal branches are lost sight of in this mass of rubbish.

We are accustomed to sneer at the era of "The three R's," meaning the time when primary pupils were required to study only four studies—reading, writing, arithmetic and spelling.

Nearly every one who is called upon to address our school children makes the same stereotyped speech, reminding the children of the many educational advantages *they* enjoy which were denied their parents. I have heard such speeches made to schools when each pupil, *each day*, recited in these branches, viz: 1, reading; 2, writing; 3, spelling; 4, arithmetic; 5, history; 6, physiology; 7, language; 8, drawing; 9, botany; 10, natural history; 11, chemistry; 12, geology.

Now, it is my belief that in this matter of school progress we have *not* made one-half the real advancement that we claim.

What was the common school of twenty-five years ago? Was there *ever* such an era as "The three R's?" Was there *ever* a time when writing was spelled without a w, and arithmetic without the initial a? Certainly not. Was there ever a time, unless it be the present, when spelling was *not* taught? No. This cant phrase is a libel on the schools of our fathers. It is true that the school *term* in those times was short, lasting but 60 or 65 days; but the shortness of the school term was compensated by the fewness of the studies. Many of the teachers in the early history of this country were men of superior culture. Nearly every man of prominence in our nation to-day, men who fill the

highest positions of trust and honor, were teachers in their earliest years, and they were good teachers.

Yet the upstarts of to-day attempt to hold such men up to ridicule. The education they gave was eminently practical. The present illiteracy of Indiana was not caused by the schools, but was *imported* from states where even the log school house was unknown. In those days, boys and girls had nine months to learn to *work*, and vacation was spent, not as now in idleness, but at hard work on the farm or at some useful trade. And yet pupils then mastered their arithmetic at as early an age as ours do now, with all our red tape and boasted progress. Parents those times would urge their children to give close attention to their arithmetic, as if it was of prime importance in business life, and they were *right*. The schools then made better spellers than most of our modern schools do. This was demonstrated during the "spelling mania," three years ago, when most of the prizes were carried off by men and women who were educated under the old regime. In those days of spelling schools there were pupils in nearly every school who could spell every word in the book used.

What is the tendency of our schools of to-day on this important elementary branch of study?

Many of our city schools have banished the spelling book as a text-book, and depend upon selections from the *readers* and *other sources* to make good spellers. While there are many reasons which may be urged in favor of this, yet it is my belief that our work in orthography is much weakened by these changes. It is evident to any one that within the compass of a series of readers are but a *small portion* of the words we need in life. Besides, when our pupils notice that we give less importance to a study, they, too, give it less importance.

But to show the tendency of our leading school men at the present, I will quote the words of the president of the National Association of Teachers, which met at Louisville two years ago, viz: Mr. Newell, of Baltimore. He says: "There should be but one-half of the time, now given, devoted to spelling, arithmetic, grammar, and geography," and his audience cheered him for his silly assertion. He furthermore said: "Of what *use* is it to anybody to be able to spell *correctly*, except so far as the possession of one of the external signs of scholarship may be consid-



ered useful. What *practical advantage* has the orthography of Noah Webster over that of Josh Billings? Why must there be an absolute uniformity in spelling, which we do not acquire and cannot attain in pronunciation or in handwriting?"

These words of the president of that association reflect the sentiments of the men who are to-day largely shaping the work of the common schools of this country; men who sneer at elementary and essential studies; men who teach the natural sciences to pupils before they can spell their own names.

It has become fashionable to sneer at the idea of teaching grammar. I have heard county superintendents tell their teachers, assembled in county institutes, that "grammar ought to be banished from the school room." Why is this? Such persons tell us we should teach language by the *use* of it. That is correct to a certain extent, but why not study the *structure* of sentences and some of the fundamental rules which underlie the use of our language.

Is it wrong to study the relations of words in sentences? Is the ability to *parse* and analyze sentences to be condemned just because Richard Grant White says so? The assertion that the English language is a "grammarless tongue" is a falsehood, and such teaching is treasonable. The man who is disloyal to his native language is disloyal to his country's best interests.

A learned clergyman told me that not long since he was traveling in a stage-coach to a country town where a teachers' institute was assembling. Finding that all in the stage except himself were teachers, he proposed to play school to while away the time. They all readily assented and elected him teacher. He began by questioning them on grammar, and found, to his astonishment, that not one of them knew scarcely anything about their mother tongue.

Those of you who have worked in county institutes know that this is the condition of a large portion of our teachers.

"But," say these would-be iconoclasts, "we teach language lessons." So do all good teachers, but when we teach a pupil that the expression, "I seen him," is incorrect, we should be able to give the rule violated, and that is grammar.

I remember an institute where a gentleman spent the entire week in abusing the English language, and yet, when a list of very common words was proposed to be spelled, he stood but

8 per cent. He was one of those who believed that there was no use in uniformity in spelling. In the eyes of such persons Lindley Murray was an idiot, and Gould Brown a misguided lunatic.

I have listened to such attacks on our grand old language until I feel that it is high time that it should be stopped. When I am told that the language in which Shakespeare and Milton sung of

"Things unattempted yet in prose or rhyme,"

that this language is but a jumble of words, I cannot think such ideas indicate progress. Let us teach language from the primary grades to the last year in the high school, or even to the senior year in our colleges. Let not our pupils go out into life totally ignorant of the differences between a verb and a noun.

The complaint comes from West Point and Annapolis, and from others of our best higher institutions, that our schools are not fitting boys to pass an examination in the most elementary studies. In some classes which enter West Point, fully one-half are found deficient in such studies as spelling, grammar, and geography.

Why this lamentable ignorance of geography? It is because our new-fashioned methods of teaching geography meddle too much with astronomical and physical geography to the neglect of political geography. I have seen classes that were familiar with all the currents of the ocean, who could not locate New York city or Liverpool. Some of our normal schools waste half their time in wrangling over definitions and fail to impart needed instruction. Thus we are apt to deal out essential knowledge in homeopathic doses to make room for ornamental rubbish.

You visit the school and inquire the time when the arithmetic or geography class recites, and you are told that—"those studies were completed in the lower grade." The classes which should be pursuing grammar are in rhetoric; and the classes which should be in arithmetic are in algebra.

A few years ago a little girl of nine years of age moved from my town to a large city. When she left she was making rapid progress in reading, spelling, writing, and arithmetic, which are the only studies pursued in our schools for the first four years.

Her first letter to her school-mates told the news that she was

studying botany, zoology, chemistry and geology, together with the seven or eight legal branches, and music, drawing, etc.

What would Prof. Gray think of that? How Agassiz would lament, were he living, that he spent his noble life in teaching Americans the beauties of science. It would send a pang to the heart of Silliman and almost make Hugh Miller and Murchinson groan in their graves. The idea that little children can master subjects, which require mature minds to master, is simply preposterous. I have heard little "six-year-olds" learning by rote the biography of Amerigo Vespucci and Vasco de Gama before they had learned to read intelligently the simplest sentences.

Even United States History requires as mature minds as our high school pupils possess. Questions of tariff for protection or for revenue simply, internal improvements, and *all* the great questions which have given interest to various administrations; to master these is no child's play.

And just to think that as yet we are but in the vestibule of what is ahead of us. In a few years, if this mania for a multiplicity of studies is not checked, we will *one hour* be teaching the little primaries to spell "cat" and dog," the next hour how to mash their tiny fingers in the school carpenter shop.

Along with their "a b c's," our girls will be taught their first lesson in "Geometry of Dress." The children will at one hour be puzzling their little brains over their first problem in subtraction, and the next go into the laboratory to perform chemical experiments, the exact formula of which puzzled the brain of a Baron Liebig. They will go home to teach their astonished parents the wonders of Aqua Regia and the freaks of chemical affinity. And if any one dare oppose these innovations, he will be styled "old fogey." When that time does come, I expect to be among the "old fogies." Give me the era of "The three R's" to this. Give me the old, log school house with its puncheon seats, to the school room where youthful minds are marred in this way. This thing of teaching science in the *nursery* is a *fraud*, and most teachers know it. It is brought about by erratic superintendents who imagine that their whole duty is to sit in their offices and outline some new field of work for their already overburdened teachers. I sometimes think that one of

the evils of the day is *too much superintendency*, especially when I consider what it is doing to injure our school work.

We love to refer to the admirable school system of Germany, a system which has stood the shocks of ages, forgetting that in no part of the world is common school education confined to a few elementary studies. The prime object of the German system is to teach every child *to read and write*. Here we have undertaken *too much*. You can't teach science to a child. True science requires the use of the *reflective* faculties—faculties which are developed only by age. Too much importance has been given in all our state associations and school journals to this nonsense.

Think of Baron Von Humboldt, barometer in hand, seated on the summit of Chimborazo, thoughtfully studying nature, and you have a picture of the true student of science.

On the other hand, visit one of the school rooms in one of our large American cities, and as the teacher, in her science work, pours some muriatic acid on a piece of marble you will see the pupils rise in their seats to watch the effervescence, but all ignorant of its nature, and you have "*science in lower grades*" as I have seen it, and as it is taught even in our own state.

In view of such innovations, it becomes every teacher to protest against this sham work in the school room. Let a child be taught to read before beginning the study of college branches. Let botany be studied only in high schools and colleges, when pupils have that maturity of mind which is required to master that beautiful science. The same with the other natural sciences. Let us learn the wisdom of *going slow* in such matters.

I remember riding on one of the Ohio river steamboats some months ago. Upon leaving the port the prow of the boat was turned *up stream*. The passengers were all out along guards admiring the beautiful panorama and the speed of the vessel. But at nearly every stopping place a barge or two was lashed to the sides of the steamer until she had several of these, and the consequence was that, with all the steam the engineer dared to put on, the hills on either side seemed stationary. It was evident that the boat was overloaded, and our progress up the stream was *scarcely perceptible*.

The same is true in our school work. If we continue adding to our courses of study we, too, will find that our progress will

be at an end. The overloaded camel may require but a straw to break its back; and if we do not come to a halt soon, our glorious school system, inaugurated by Horace Mann and his compeers, will be destroyed. Coming generations will write its epitaph in these words: "Died of being overloaded."

I do not wish to be understood as opposing high schools. They are the natural outgrowth of good primary schools, and do an incalculable good to society. No one has a right to turn my child or yours from school until he reaches the age of twenty-one years. If by regular attendance and close application our children complete the branches required by law, it then becomes the duty of school authorities to add an *additional* grade. This is the way high schools originated, and the necessities of the people will perpetuate them. While they have done an incalculable good, yet there are evils creeping into many of them which should be eradicated. The principal evil in connection with high schools, especially in large cities, is that *they attempt to do too much*. All of you who are connected with high schools know how much we are injured by the extravagance of a few western high schools. But in Southern Indiana there are none such, and I am glad of it. I am glad to see the subject given so much prominence in this convention.

I have thus enumerated some of the practices which are injuring our schools—practices which can easily be abandoned, and our school system can then go on in its work. Of one thing we are certain, and that is that the *public common school* is the only school adapted to meet the wants of a free people. We cannot go back to private or parochial schools in this country.

Private schools, inasmuch as they reach but a privileged few, keep the masses in ignorance. In them the needs of the state are lost sight of, discipline is wanting, and pride and fashion are pampered. No parent, who has the best interests of his children at heart, ought to countenance for a moment a private school. There is a great good arising from having children of the rich and poor mingle together as equals in school where the boy in rags, if he excels, outranks the dullard in broadcloth. Nowhere is true merit made the standard of respectability so much as in a public school; and it is this equality which will prevent the growth of caste in American society. Neither can

we go back to parochial schools, because in *this* country we are too much divided into various religious denominations, and but a few are strong enough to maintain separate schools. In countries where church and state are connected and where the great body of the people are members of the established church, the parochial school is the school of the people; but it could never be so in this country. The *public free* school is the only hope of our country. Upon its preservation depends the welfare of our republican institutions. To make them popular all we have to do is to make them efficient. If they give a better education than can be obtained from other sources, the people will not be slow to perceive it, and, in hours of danger, will rally to their support. Society demands, in addition to good moral training, what will give the most bread and butter when our boys and girls come to battle with the trials of business life. The churches must necessarily give a large part of the necessary religious instruction; and the unsectarian character of our schools must be strictly preserved. Public schools strengthen a nation more than fleets and armies. France, with all her citadels, went down before the public school soldiers of Germany. As year by year our boys and girls go out to fill useful stations in society they are strengthening the influence of our schools. Every year it is becoming more difficult to maintain private schools, for the simple reason that public schools are the best schools. If we are judicious in the management of our schools the time will come when they will absorb all others. There is more activity among public school teachers than among other teachers. They alone seem willing to incur expense in preparing themselves more fully for their work. The consequence is that, with all our faults, our public schools are much superior to all others.

As they excel in discipline, so much their moral influence is greater; for a school where the discipline is bad is essentially immoral. I have more faith in good discipline in the family and in the school than in all other influences combined, where discipline is wanting. An army without discipline is a rabble; so, schools without discipline are hot-beds of evil.

Conventions of this kind cannot but be productive of good, provided the acquisition of truth be our object. Let me express the hope that all our sessions here may be "free parliaments,"

where each member may freely take part in the discussions. Let us hear both sides of every question. Truth cannot hurt us. If there are errors in our school work, it becomes our business to eradicate them.

"Eternal vigilance is the price of liberty," and it behooves every friend of common schools to guard against those innovations which threaten to overthrow all that has been done.

The common school is the sheet anchor of our hope. Let other nations rely upon other support if they choose, but the panoply of this nation must be an educated citizenship; her fortresses, the loyalty of her people; and the great motive power which will carry her to a higher career of prosperity and glory, the *free common school*.

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POINTS TO REMEMBER.—1. Remember that in teaching, as in any other business, you must have a good deal of capital invested to obtain large proceeds.

2. Remember that your capital is your health, your education, your library, your determination to brighten and improve yourself, and *your power to teach others*.

3. Remember that every good business man seeks to enlarge his business every year by investing more capital.

4. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give them specific information. You will be very shortsighted if you do not imitate their example.

5. Business men often meet and consult. They have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

6. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still and getting replies to questions, many of which you could not answer yourself.

7. Remember these are *principles* in teaching; you must learn and apply these if you would be successful. Business men do this.

9. Remember that your work, if done aright, will make you a complete man or woman; it will, like any other business, give you a better judgment, more information, and a wider range of thought.

10. Remember that you ought to be more deeply interested in it every day, as every business man is in his business.

*N. Y. School Journal.*

## OFFICIAL DEPARTMENT.

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**QUESTION:** Do the town trustees or school trustees levy the Special School Fund tax for the support of common schools, including fuel, repairs, and pay of school superintendent?

**ANSWER:** Section 12, of the act of March 6, 1865, as amended March 8, 1873, found in the edition of 1877 of the School Law, page 15, reads as follows:

"**SEC. 12.** The trustees of the several townships, towns and cities, shall have the power to levy a special tax, in their respective townships, towns and cities, for the construction, renting or repairing of school houses, providing furniture, school apparatus, and fuel, therefor, and for the payment of other necessary expenses of the school, except tuition; but no tax shall exceed the sum of fifty cents on each one hundred dollars worth of taxable property, and one dollar on each poll, in any one year, and the income from said tax shall be denominated the special school revenue."

We hold that the trustees here referred to, are the *school* trustees of the townships, towns and cities—for the following reasons, viz:

A. In a general school law providing for the establishment and maintenance of a system of common schools, creating school corporations separate and distinct from civil corporations, and providing for the election and appointment of school trustees in such corporations, whenever the word "trustees" is used, it is held that it refers to *school* trustees, unless it is shown that the nature of the business is such that it can only be properly performed by the civil authorities. Thus, school trustees are evidently referred to in many sections of the law in which the word "trustees" is used without the prefix "school." For instance, in sections 8, of the school law, first line, the word "trustees" evidently refers to the school trustees, as the nature of the business therein prescribed to be performed by such trustees, pertains to school matters exclusively. See also sections 10, 14, 18, 20, 21, 22, 23, etc.

B. The phraseology, "The trustees of the several townships, towns, and cities," in section 12, must refer to the school trustees of cities, towns, and townships, or to the civil trustees of cities, towns and townships. If it refers to the civil authorities of cities, it must also refer to the civil authorities of towns and townships; but if it refers to the school authorities of cities, it must also refer to the school authorities of towns and townships. It does not refer to the civil trustees of cities, because *there are no civil trustees in cities*. Hence we conclude that the phraseology, "The trustees of the several townships, towns and cities," must necessarily refer to the *school* trustees thereof. Whenever the civil authorities of cities are referred to in the school law, they are always designated as the "Common Council of cities." See section 5; also, special act approved February 25, 1875, page 62.

C. The nature of the duties prescribed in section 12 of the school law, is such as should properly be performed by the school trustees. The school



trustees are required by section 10 of the school law, to "take charge of the educational affairs of their respective townships, towns and cities," "to build, or otherwise provide suitable houses, furniture, apparatus, and other articles and educational appliances necessary for a thorough organization and efficient management of said schools." This is mandatory. The state furnishes tuition revenue for the instruction of the children. The school corporation—not the civil corporation—through their school trustees, are bound to provide "suitable houses," etc., in which the children can be taught, and thus the state's revenue be properly utilized. The school authorities have no discretion in this matter; they are bound to carry out the law under penalty. Now the general principal—that when officers are required to perform certain duties, all the powers necessary to the performance of these duties should be granted them—should be considered; and in case of doubt, such should be the principal upon which the law is to be construed.

If the power to levy a tax for building purposes, was vested in the civil authorities of cities and towns, and not in the school authorities, the school authorities might be rendered powerless to carry out the provisions of section 10, by failure of the civil authorities to make the necessary levies. The civil authorities are not bound to build these school houses, and the provisions authorizing the levy of a tax for such purposes is permissive and not mandatory. Hence if it were held that the civil authorities were alone authorized to levy a tax for building purposes, there is no power by which they can be compelled to do so. The state having provided a tuition revenue for the benefit of its children, it could not, with any regard to the theory of the schools laid down in the constitution, leave it to the option of the local authorities to provide school houses or not—as they saw fit. The school authorities are *compelled* to "establish and maintain schools, to build or otherwise provide school houses;" they are authorized to levy a tax for that purpose; and they can be compelled by mandate, so to do when necessity therefor can be shown. This is the reasonable and just theory on which our school system is wisely based.

D. In the case of *Deloss Root vs. Erdlemeyer, Treasurer*, 37 Ind., p. 228, we have found the following language:

"The township tax, and the tax levied by the board of commissioners for railroad purposes, are in no sense levied for municipal purposes within the meaning of the law in question. The same is also true with respect to the tax levied by the school trustees of the city for school house purposes. These taxes for school houses are not levied for any purposes of cities as such, but for a state purpose in the fullest sense of the term. They are levied to carry out the system of common school education provided for by the State, and by virtue of the laws of the State. To be sure, 'each civil township and each incorporated town or city in the several counties of the State is hereby declared a distinct municipal corporation for school purposes.' 3 Ind. 441, sec. 4. Thus each civil township in the State, as well as each incorporated city and town, is made an instrumentality by means of which the educational purposes of the State are carried out. But when taxes are assessed by means of these instrumentalities, for building school houses, they are assessed for school or educational purposes, and not for municipal purposes."

This clearly shows that, in the opinion of the Supreme Court, the trustees referred to in section 12 of the School Law, are the school trustees and not the civil officers of the corporation.

So, also, in the case of *Carmichael vs. Lawrence*, in 47 Ind., page 558, the Supreme Court uses the following language:

"It is as an officer of the school township, and not as an officer of the civil township, that the trustee has authority and power to levy a tax for the erection of school houses, and to expend the same for that purpose. 1 G. & H. 544, sec. 9. We think it must follow, that it is as trustee of the school township, and not as trustee of the civil township, that the trustee must contract for the building of school houses. We do not think the trustee of the civil township can legally contract for the building of a school house, and make the civil township liable therefor."

This also shows that, in the opinion of the Supreme Court, the trustees referred to in section 12 are the School trustees and not civil trustees.

We regard this as conclusive, so far as section 12 of the act of 1865 is concerned.

E. The fact that the civil authorities of cities and towns are empowered to issue and sell bonds, and turn the proceeds over to the school authorities for building purposes; and the additional fact that, by a recent act of the legislature, the civil authorities of towns are empowered to levy a tax for building purposes, does not controvert the argument previously made.

In the first instance, the state requires in each locality, school privileges to a certain degree, and gives the school officers power to provide the means by which school facilities can be furnished. But if in certain large corporations, additional facilities are demanded, by which schools of a high grade can be maintained, and it is necessary to issue bonds therefor, the matter is very properly left to the civil authorities to determine whether such indebtedness should be made or not. In the second place, the act referred to was probably an accident of legislation. But in any event, it merely confers upon civil authorities of towns co-ordinate jurisdiction in reference to the erection of school buildings; but this provision of law is not in conflict with section 12, authorizing school trustees to levy a tax for building school houses; and hence it does not repeal section 12. The power conferred upon civil authorities of towns to levy a tax to build school houses, is contrary to the general theory of the school, and conflicts with the harmony and spirit of the school law, and would produce confusion. Hence it should never be exercised.

JAS. H. SMART,

Superintendent of Public Instruction.

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ATTORNEY GENERAL'S OPINION.—There can be no doubt but that the special tax authorized to be levied by section 12 of the act approved March 6, 1865, is to be levied by the trustee of the school township, or by the trustees for school purposes appointed by towns and cities.

T. W. WOOLEN, Att'y General.

May 17, 1879.

## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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### "THE ELEMENTS OF WEAKNESS IN OUR SCHOOL WORK."

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The above is the subject of an address made by T. J. Charlton, superintendent of the Vincennes schools, at the last Southern Indiana Teachers' Association. The April number of the Journal contained an editorial criticism of the address, and the May number contained a reply by Mr. Charlton, who thought the criticism too severe. This month we publish the address in full, so that every reader of the Journal may judge for himself, and that no injustice may be done the address or its author by our representation of it.

In the address the part criticised was the statements in regard to the large number of extra-legal branches introduced into schools. The address says that "The exact legal branches are lost sight of in this mass of rubbish," and recites an instance in which a superintendent "boasts that in his schools pupils recite in thirteen branches daily."

The criticism said: "The fault the Journal has to find with the address is that it selects local faults and extreme cases and gives them a *general* application in such a way as to do the masses of schools great injustice." The reply says: "I certainly did not intend to convey the impression that these evils were to be found in *every* city." The Journal doubts that, as stated, they can be found in *any* city. As a matter of course, every newspaper and every sensible superintendent who admits Mr. Charlton's statement of facts will indorse his address heartily; but the question is not one of *indorsement*, but of *fact*. The only difference between Mr. Charlton and the writer, so far as we know, is as to the correctness of the statements made. He doubtless believes them true and has a right to his opinion; we feel sure that he is laboring under a misapprehension. With this statement and with the publication of his article, we are entirely willing to drop the matter, except that

we feel bound to defend the Indianapolis schools, being officially connected with them, from an erroneous opinion that exists extensively in the southern part of the state in regard to them. It seems to be generally understood that Mr. Charlton meant Indianapolis as one of the places, at least, when he spoke of 13 daily recitations, and that Prof. Brayton, of Indianapolis, was the man who boasted of the large number. I have also been told that the little girl, nine years old, who moved from Vincennes and wrote back in her first letter that in addition to seven or eight legal branches she was studying botany, zoology, chemistry, and geology, went to Indianapolis. We have Prof. Brayton's address, which is written, before us, and we copy all that he said bearing upon this point. It is as follows:

"In the ward schools of Indianapolis are 10,000 pupils, following 15 different subjects, and, in my judgment, the order of their practical and disciplinary value is: 1, reading and spelling as one; 2, writing; 3, arithmetic; 4, geography; 5, grammar; 6, human physiology; 7, United States history; 8, physics; 9, botany; 10, drawing; 11, chemistry; 12, zoology; 13, manners and morals; 14, calisthenics; 15, vocal music. Six of these, reading, writing, arithmetic, history, physical culture, and moral instruction, I have grouped as having direct relations, of necessity, to the state." \* \* \*

"How much time shall be given to science lessons in graded schools? In St. Louis and Indianapolis, one hour each week—8 days, or  $\frac{1}{2}$  of the school year of 200 days, is set aside for science instructions;—500 lessons in 8 years of one half hour each, in this city, and 225 full hour lessons in St. Louis. I am satisfied that 15 minutes 4 times per week in primary grades, 30 minutes semi-weekly in intermediate and grammar grades, and four lessons of 45 minutes each week through the entire high school course of four years, is enough, but none too much." \* \* \*

"I have arranged the course in our lower schools after the spiral or concentric system: that is, something of botany, zoology, physiology, physics, and chemistry, under the guise of lessons on properties of objects, constitute a primary course arranged in detail by the superintendent of primary instruction; 75 lessons in botany the fourth year, 75 on animals the fifth year, seventy-five on elementary chemistry the sixth year, 75 in physics the seventh year, and physiology from the book the eighth year, constitute a second course. Each subject is repeated again in the high school."

It will be seen, from the above, that Mr. Charlton is wholly wrong in his understanding of what Prof. Brayton said. It will be apparent to every one that there is a vast difference between 15 branches (15 if we count physical exercises, morals and manners, vocal music, etc.) pursued in a graded course of eight years, and "*thirteen different branches recited daily by each pupil.*" As it is not true, and never has been true, that more than one of these natural science branches was taught to a given grade at one time, the statements of Mr. Charlton cannot, in justice, apply to Indianapolis, and the little girl that wrote the letter could not have moved to Indianapolis.

Let it be understood, that we do not assume that the Indianapolis schools are beyond criticism, that the course of study is perfect, that too much time is

not given to natural science studies, or that Prof. Charlton, or any one else, has not a right to point out their defects; we only wish to say that the statements referred to in the address cannot, with any degree of justice, be applied to the Indianapolis schools.

All this is written with the kindest feeling towards Mr. Charlton. We do not suppose, for a moment, that he has intentionally misstated facts in regard to Indianapolis or any other place, but we feel very sure that he has made his statements on insufficient data.

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OBJECT OF EDUCATION.—John G. McMynn, principal of Racine Academy, (Wis.) says: "The object of education is to *develop power*. Knowledge is not always power. It may be the instrument and even the proof of power, but it is not the *cause*. '*Power comes by training in the use of knowledge.*' The instructor may fix the things he knows in the learner's memory; but the trainer uses the knowledge the student has acquired as the instrument to develop the *power of self-training*. 'The trainer converts knowledge into motive, desire into patience, will into skill.' Unless the self-training spirit is implanted the school is a failure. When this spirit is excited, character is formed, pure and strong. It is natural to some, but almost wanting in others. Most have it to a limited degree. It is the business of education to develop it and guide it, so that its objects, subjective and objective, shall be good and grand."

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### COMMENCEMENT SEASON.

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The time of commencement is at hand, and we must prepare for the usual amount of "oratory," expect the usual number of honorary (?) titles.

1. The oratory, so called, is excusable, it will be out-grown; but college presidents and professors, and high school principals, are not excusable for allowing students to write upon subjects beyond their comprehension. It is safe to say that a majority of the subjects chosen for such occasions are beyond the capabilities of the writers. The productions too commonly contain nothing that is original in thought, but are simply a rehash of other people's ideas. Even seniors in college should be encouraged to select themes upon which there is at least a *probability* that they can say something *original*.

Again, persons having these public exercises in charge, should remember that much, *very much*, depends upon the delivery. A very ordinary production, delivered in good style, will be better received by an audience than an excellent exercise given in a poor way. It should be remembered that young people, not accustomed to speak in public, need a great deal of instruction, and especially a great deal of personal *drill*. The pitch of voice, distinct enunciation, deliberate utterance, all need special attention. *One hundred* per cent can be added to the popular estimation of most public entertainments by giving proper attention to the matters mentioned above.

## INDIANA SCHOOL JOURNAL.

Members of Trustees should be more careful as to whom they favor with titles. We are glad to believe that Boards are now more careful generally, but still each year titles that should stand for a great deal, and which should be reserved for eminent merit and ability, are often conferred upon persons of little education and mediocre ability on the ground of personal, religious, or pecuniary relations to the institutions granting the degree. It is encouraging to know that our best colleges no longer confer the degree of A. M. *in course*, but require proof of advanced literary attainments. It is also encouraging to know that the titles, D. D. and LL. D., are not so easily obtained as formerly. Let all these titles *mean something*.

INDIANA should be well represented at the National Educational Association at Philadelphia. The time and the place are both favorable to "taking it in" in a summer trip. Teachers who have never visited the Atlantic coast and its attractions, cannot spend a summer more profitably than to make this trip, and a visit to the National Association, a sufficient attraction of itself, will be a clear gain. Persons belonging to any profession whatever have a natural pride in seeing, hearing, and knowing the leading members of their profession. At these national meetings the most eminent educators of the land are found. Let the Hoosier State be creditably represented. See programme.

### DISTRIBUTION OF SCHOOL FUND.

The Superintendent of Public Instruction made his semi-annual apportionment of the State common school revenue for tuition, and the enumeration of school children by counties, together with the total collections, and the amounts apportioned May 26, 1879. The superintendent of Vermilion county, failing to report his enumeration in season for this apportionment, the number of children in that county are estimated, and the apportionment made accordingly. Twenty-five dollars was also deducted from the amount apportioned, owing to such failure on part of superintendent. The summary prepared by Prof. Smart shows a balance in treasury April 15, as per treasurer's statement, of \$115,221.80. Deduct \$1,923.28 overpaid Hancock county, and add \$955,172.65, total collected from counties, gives a mount ready for apportionment, \$1,068,471.17. The amount apportioned is \$1,062,164.05, a per capita of \$1.49, remaining in treasury, \$6,307.12. The total number of children enumerated is \$707,845.

On the principle that the wealth of the State must educate the children of the State, counties pay into the state treasury according to their wealth and draw out in proportion to their school population—thus the richer counties help the poorer. To illustrate, Perry county pays into the treasury \$3,545 and draws out \$9,834; Pike pays in \$4,368 and draws out \$8,578; Warwick pays in \$6,350 and draws out \$12,341; Allen pays in \$24,106 and draws out \$34,800; Marion pays in \$104,181 and draws out \$52,685; Henry pays in \$14,322 and draws out \$11,833; Wayne pays in \$26,268 and draws out \$19,708; Tippecanoe pays in \$24,423 and draws out \$21,824.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1879.

#### WRITING—*Specimen of Penmanship.*

"Whatever may be your talents, whatever your prospects, never be tempted to speculate away on the chances of a palace, that which you need as a provision against a work house." 50.

1. (a) What is the proper rest for the hand in writing; (b) for the arm; (c) for the left arm or hand; (d) for the feet? a=4; b=2; c=2; d=2.

2. Make all the Capital letters. 10.

3. Draw a scale of heights and lengths, and write in it the word *slight*. 10.

4. What efforts have you made to qualify yourself especially to teach penmanship? 10.

5. How can writing be made good mental discipline as well as good muscular training? 10.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. (a) What is the distinction between a vocal and a sub-vocal?  
(b) Give two vocals and two sub-vocals. a=5; b=5.

2. (a) When is the letter *y* a vowel? (b) Give two examples. a=6; b=4.

3. (a) How many and what sounds has the vowel *e*?  
(b) Give words illustrating its different sounds. a=5; b=5.

4. Write the words *quotation* and *quantity*, dividing each into syllables, and indicating the accent by the proper mark. 2 pts., 5 each.

5. Write the words *though* and *wrought*, phonically, indicating the vowel sound in each by the proper mark. 2 pts., 5 each.

Spell ten words pronounced by the superintendent. 5 for each word.



## READING.

"I will abandon Rome—give back her scorn  
 With ten-fold scorn: break up all league with her—  
 All memories. I will not breathe her air,  
 Nor warm me with her fire, nor let my bones  
 Mix with her sepulchres."

1. This is supposed to be said by Catiline. Who was Catiline and what was his crime? 2 pts., 5 each.
2. What did he mean by "breaking up all league with her—all memories?" 10.
3. Express, in other words, the author's idea in the lines from "I will not breathe," to the end of the extract. 10.
4. Define league, sepulchres, abandon, scorn, memories. 5 pts., 2 each.
5. Select five words you would give your class to spell, and tell why you would select them. 2 pts., 5 each.

The candidate should read a passage selected, upon which he should be marked from 1 to 50.

## ARITHMETIC.

1. (1) 4,033; 303; 51; 7,703.  
 (2) 3 mo. 12 da. 10 hr.; 14 da. 19 hr.; 13 hr.; 5 mo. 2 hr.  
 (3) 405.3; 1.307; .004; 4.00003.  
 Write each of the above examples properly for adding, and find the sum of each.  
 (a) State in what respect the method of writing these examples is alike.  
 (b) State in what respect the method of adding is alike.  
 (c) State in what respect the method of adding differs.  $a=4$ ;  $b=3$ ;  $c=3$ .
2. Add  $3-7$ ,  $\frac{5}{8}$ , and  $\frac{2}{3}$ . Reduce the fractions to common denominators by analysis. Anal. 6; ans. 4.
3. Reduce 9 days, 20 hours, 15 minutes, to the decimal of a day. Proc. 5; ans. 5.
4. When it is 12 m. at Evansville,  $87^{\circ} 36'$  w. longitude, what is the time at Fort Wayne,  $85^{\circ} 12'$  w. longitude? Proc. 5; ans. 5.
5. A field twice as long as it is wide contains 162 acres. How many rods of fence will inclose it? Proc. 6; ans. 4.
6. B sold a span of horses to C and gained  $12\frac{1}{2}$  per cent; C sold them to D for \$620 and lost  $22\frac{1}{2}$  per cent. What did the horses cost B? Proc. 6; ans. 4.
7. Find the interest on \$450 for one year, 9 months, 17 days, at  $5\frac{1}{2}$  per cent per annum. Proc. 5; ans. 5.
8. At 7 per cent per annum, what is the present worth of a debt of \$2,840 to be paid in 4 months, 12 days? What is the discount? Proc. 4; ans. 3, 3.
9. If 3-5 of a yard of cloth cost \$8-9, what is 4-7 of a yard worth? By analysis. Anal. 6; ans. 4.
10. How many square feet in the entire surface of a cube which contains 4,492,125 cubic feet? Proc. 6; ans. 4.



GRAMMAR.—1. Write a sentence which shall contain nouns in each of three cases. 4 off for each error or omission.

2. What classes of nouns form their plurals by adding *es* to the singular? 10.
3. Decline *he*, singular and plural. 10.
4. What is the distinction as to use between the subjunctive mood and the potential? 10.
5. What are auxiliary verbs? Name them. 2 pts., 5 each.
6. What are correlatives? Give *five*. 2 pts., 5 each.

"His spear, to equal which the tallest pine  
Hewn on Norwegian hills to be the mast  
Of some great admiral were but a wand,  
He walked with, to support uneasy steps  
Over the burning marl."—*Milton*.

7. Parse *spear* and *which*. 2 pts., 5 each.
8. Parse *pine* and *wand*. 2 pts., 5 each.
9. Analyze, We heard of your coming to town. 10.
10. *Campbell's Pleasures of Hope were sold for fifty cents*. Correct and parse the verb. 2 pts., 5 each.

GEOGRAPHY.—1. What is the inclination of the earth's axis in degrees?

2. Define the terms: strait, river. 10.
3. Which hemisphere, East or West, has the longest mountain range? 2 pts., 5 each.
- Which has the highest mountains? 2 pts., 5 each.
4. How are winds caused? What are the trade winds? 2 pts., 5 each.
5. In what countries are the following animals found: polar bear, buffalo, chamois, brown bear, wild boar. 5 pts., 2 each.
6. At what place could you most readily load an ocean steamer with canned fruits, pickled oysters, and tobacco? 10.
7. What countries form the Austrian empire? What three peoples constitute the majority of its population? 5 pts., 2 each.
8. What range of mountains and what river, conjointly, form a large part of the northern boundary of the Chinese empire? 2 pts., 5 each.
9. What states were formed out of the Northwest Territory? 5 pts., 2 each.
10. Locate the following lakes: Great Slave Lake, Moosehead Lake, Lake Winnipiseogee, Great Salt Lake, Lake Tanganyika. 5 pts., 2 each.

HISTORY.—1. (a) When and (b) by whom was St. Augustine (Florida) settled? a=3; b=7.

2. (a) When and (b) where was the first settlement of the Dutch in this country? a=4; b=6.

3. (a) Who was Lord Baltimore, and (b) what was the great characteristic of his colony? a=5; b=5.

4. What led to the early persecution of the Quakers in this country? 10.

5. (a) What caused the siege of Louisburg, in 1745, and (b) what was the result? a=6; b=4.
6. Narrate the founding of Philadelphia. 10.
7. What were the purposes of the Colonial Congress at Albany, 1754? 10.
8. What were the events of 1776? 10.
9. Who was Patrick Henry? 10.
10. What was the condition of our finances in 1780? 10.

NOTE.—Narratives and descriptions should not exceed six lines each.

PHYSIOLOGY.—1. Give three uses of the bones. 3 pts.,  $3\frac{1}{2}$  each.

2. By what means are the muscles attached to the bones, and for what purpose? 2 pts., 5 each.

3. What is digestion? 10.

4. Name or describe three separate processes in digestion.

3 pts.,  $3\frac{1}{2}$  each.

5. Name the organs of circulation. 3 off for each omitted.

6. What is the chief function of the heart? 10.

7. What is the purpose of the pulmonic circulation of the blood? 10.

8. Give the structure of the skin. 10.

9. How may the nervous system be impaired? Give four ways or means.

4 pts.,  $2\frac{1}{2}$  each.

10. Name the three divisions of the ear. 3 pts.,  $3\frac{1}{2}$  each.

THEORY AND PRACTICE.—1. What, in your judgment, is a good method of calling and dismissing classes? 20.

2. What difference should be made in the treatment of offenses voluntarily confessed and those denied? Why? 2 pts., 10 each.

3. Name four incentives to study which it is proper to use.

4 pts., 5 each.

4. What are the advantages of teaching map drawing? Give two.

2 pts., 10 each.

5. Why should the teacher be careful not to transcend his authority in inflicting punishment? 20.

HARVARD UNIVERSITY.—Examinations for admission to Harvard College will be held at Cincinnati and Chicago June 26, 27, and 28. The examinations will be the same as those given at the institution, and are held in these localities to accommodate Western students who may wish to know their *fate* before going East. For particulars address Secretary of Harvard College, Cambridge, Mass.

THE Ohio State Teachers' Association will be held this year at Cleveland, July 1, 2, and 3.

THE Michigan educators made a strong fight for the restoration of county superintendency in that state, but failed.

ANSWERS TO QUERIES.—Analysis to question No. 1 (April Journal), by Silas C. Janes, of Fort Wayne. As C has 25 sheep more than D, which are worth \$6 a head, C would therefore have received \$150 to boot if the value of C's and D's sheep were equal; but D's are worth  $\$1\frac{1}{2}$  more a piece than C's, and as C only received \$100 to boot, therefore D must have as many sheep as  $\frac{1}{2}$  is contained times in 50, which is 200 times, equal to 200 sheep, D's number; and as C has 25 more, his number is  $200+25=225$ . This question was solved algebraically by S. P. Bolander.

Solution—Let  $x=D$ 's number

Let  $x+25=C$ 's number

and  $6(x+25)=\text{value of } C\text{'s sheep}$

$6\frac{1}{2}x = \text{ " } D\text{'s "}$

then  $6(x+25)-6\frac{1}{2}x=\$100$

$6x+150-25\cdot 4\ x=\$100.$

$24x+600-25x=400$

$x=200=D$ 's number

$x+25=225=C$ 's number.

Question No. 2. (April.) Analysis by E. E. Stoner, S. P. Bolander, and W. J. Cox. The analysis of each the same in substance. One yard will cost 1-113 of  $\$480.25=10\ \$4.25$ , and 1 yard  $\frac{1}{4}$  of a yard wide will cost 1-9 of  $\$4.25=47\ 2\text{-}9$  cents, and a yard  $\frac{7}{4}$  of a yard wide will cost 7 times 47 2-9 cents= $330\ 5\text{-}9$  cents, and 63 yards will cost 63 times 330 5-9 cents= $20825$  cents= $\$208.25$ .

Question No. 3. (April.) Analysis by Silas C. Janes. As there are 48 persons in all and 10 children less than grown persons, then  $48-10\div 2=19$  the number of children, then  $48-19=\text{the number of grown persons}$ , and as here are 5 more men than women  $29-5\div 2=12$  the number of women, the number of men= $12+5=17$ . This question was also solved arithmetically by W. A. Barnhart, G. W. A. Luckey, and S. L. McPherson. It was solved algebraically by E. E. Stoner, S. P. Bolander, W. J. Cox, and J. T. Burton.

I offer the following analysis to No. 3. Once the number of women+the number of men= $2$  times the number of women+5, and 2 times the number of women +5-10=the number of children; hence 4 times the number of women+10-10=48, then the number of women is  $\frac{1}{4}$  of  $48=12$ , the number of men is  $12+5=17$ , and the number of children is 10 less than the sum of  $12+17$ , which is 19.—P. Bond.)

Question No. 4, answered in the May No., was also solved by J. T. Burton, S. L. McPherson with nearly the same results as those obtained by T. H. Dunn.

(McPherson obtained 15.81+rods as the length of the dividing line, and 33.52 rods as the distance of the line as measured on the side of the quadrilateral, instead of obtaining the perpendicular distance.

J. T. Burton obtained, as the perpendicular distance of the dividing line from the wider end, 33.5 rods.)

Solution of No. 8 in State Board question in March number of Journal, by Charles F. Robbins.

Solution—\$400— $\frac{3}{4}$  of B's capital,

$\frac{1}{4}$ — $\frac{1}{2}$  of \$400—\$200.

$3-3-3 \times \$200 = \$600$ , B's cap.

$\frac{3}{4}$  of \$600—A's cap.

$\frac{1}{4}$  of \$600—\$150, or  $\frac{1}{3}$  of A's cap.

$3-3$  or A's cap.— $3 \times \$150 = \$450$ .

This was also solved by M. F. Babbitt, Laura Baldwin, Lucy Kolb, Lary Baldwin, Mary Albaugh, and Belle Kolb.

Solution of No. 4 in May number of Journal by Wm. M. Park.

Let  $x$ —A's age,

Let  $y$ —B's age,

thus  $x-10 = \frac{3}{4}(y-10)$  (1)

and  $x+10 = 5-6(y+10)$  (2)

transposing  $x - \frac{3y}{4} = 2\frac{1}{2}$  (1)

transposing  $x - \frac{5y}{6} = -1\frac{2}{3}$  (2)

clearing of fractions,  $4x-3y=10$  (1)

$6x-5y=-10$  (2)

Multiplying (1) by 3 and (2) by 2, and eliminating  $x$  we have  $y=50$ ; substitute value of  $y$  in (1) we find  $x=40$ ; hence A's age is 40 and B's 50 years.

### NORMAL INSTITUTES.

D. E. HUNTER will open a six-weeks' normal at Washington, June 30. He will be ready to serve other institutes later.

A normal institute will be opened in Winchester, July 14. Instructors, R. H. Butler, D. Lesley, B. F. Marsh.

The Marion county normal institute will open in Indianapolis, July 8. Prof. L. H. Jones, of the Indianapolis Training School, is to be the principal instructor. W. J. Carleton is the manager.

Parke county institute will open August 11, and continue ten days.

Franklin county institute will be held the last week in August.

A. W. Brayton, Eli F. Brown, and C. E. Emmerick, will conduct a normal school in Indianapolis for the study of the higher branches. It will open June 23, for a term of 8 weeks.

The summer institute of the Central Normal College, Danville, Indiana, will begin July 8, and continue four weeks.

The Montezuma schools closed May 21, with three graduates. O. J. Craig, principal.

## SCHOOL STATISTICS.

| CITIES.            | Date of High School Com-<br>mencement. | No. Graduates |         | Average No. belonging in H.<br>S. in Jan., 1879. | Average No. belonging in all<br>Schools in Jan., 1879. | No. of Teachers employed in<br>all Schools. | Lowest salary paid any<br>Teacher | Highest salary not counting<br>Supt & Princip'l of H. S. | Average salary, not including<br>Supt & Princip'l of H. S. | Length of School Year in<br>Days. | SUPERINTENDENTS.       |
|--------------------|--|---------------|---------|--|--|---|-----------------------------------|--|--|-----------------------------------|------------------------|
|                    |  | Male.         | Female. |  |  |   |                                   |  |  |                                   |                        |
| Aurora.....        | May 20                                 | 5             | 4       | 45   | 000  | 13  | 350                               | 640  | 440  | 180                               | Frank H. Tufts.        |
| Greensburg.....    | " 22                                   | 8             | 10      | 32   | 894  | 13  | 400                               | 600  | 428  | 180                               | C. W. Harvey.          |
| Anderson.....      | June 11                                | 1             | 11      | 64   | 649  | 11  | 270                               | 540  | 369  | 180                               | J. N. Study.           |
| Elkhart.....       | " 25                                   | 5             | 7       | 62   | 1161   | 25  | 350                               | 500  | 430  | 190                               | M. A. Barnett.         |
| Valparaiso.....    | " 13                                   | 3             | 3       | 63   | 620  | 13  | 300                               | 700  | 370  | 180                               | W. H. Banta.           |
| Casserville.....   | " 13                                   | 5             | 5       | 45   | 479  | 10  | 450                               | 850  | 488  | 190                               | J. L. Rippetoe.        |
| Indianapolis.....  | " 13                                   | 12            | 31      | 444  | 8052   | 218   | 470                               | 1000   | 555  | 200                               | H. S. Tarbell.         |
| Greencastle.....   | " 6                                    | 2             | 5       | 30   | 681  | 16  | 360                               | 720  | 435  | 180                               | Geo. W. Lee.           |
| Madison.....       | " 20                                   | 1             | 5       | 79   | 1050   | 43  | 300                               | 850  | 400  | 200                               | Mary Reed, Prin. H. S. |
| Frankfort.....     | " 20                                   | ...           | ...     | 40   | 679  | 10  | 342                               | 450  | 399  | 180                               | K. G. Boone.           |
| Laporte.....       | " 27                                   | 12            | 119     | 876  | 23   | 300   | 750                               | 467  | 300  | L. B. Swift.                      |                        |
| Corydon.....       | " 20                                   | 1             | 7       | 27   | 227  | 8   | 28                                | 700  | 280  | 14                                | J. P. Funk.            |
| Ellettsburg.....   | May 23                                 | 1             | 6       | 33   | 380  | 8   | 31                                | 95   | 300  | 180                               | W. B. Wilson.          |
| Gambel.....        | June 23                                | 1             | 6       | 55   | 702  | 15  | 28                                | 50   | 420  | 190                               | A. Blunt.              |
| Shelbyville.....   | " 2                                    | 5             | 1       | 34   | 576  | 13  | 40                                | 450  | 447  | 190                               | E. S. Page.            |
| Terre Haute.....   | " 20                                   | 6             | 31      | 346  | 2781   | 76  | 32                                | 40   | 643  | 200                               | W. H. Wiley.           |
| Logansport.....    | " 20                                   | 5             | 8       | 63   | 1350   | 29  | 32                                | 50   | 438  | 200                               | J. K. Walts.           |
| Muncie.....        | " 19                                   | 14            | 97      | 827  | 14   | 31  | 750                               | 542  | 200  | H. S. McRae.                      |                        |
| Delphi.....        | " 6                                    | 3             | 8       | 32   | 292  | 9   | 40                                | 100  | 400  | 180                               | D. D. Blakeman.        |
| Princeton.....     | " 20                                   | 2             | 10      | 38   | 519  | 12  | 30                                | 450  | 420  | ...                               | A. J. Snook.           |
| Plymouth.....      | " 12                                   | 4             | 4       | 30   | 486  | 9   | 31                                | 95   | 357  | 120                               | E. A. Chase.           |
| Elkhart.....       | " 6                                    | 3             | 3       | 64   | 602  | 15  | 33                                | 700  | 370  | 180                               | Sheridan Cox.          |
| Lawrenceburg.....  | " 8                                    | 1             | 4       | 29   | 827  | 16  | 35                                | 50   | ...  | 190                               | J. B. Trisler.         |
| Fort Wayne.....    | " 12                                   | 11            | 9       | 172  | 2501   | 80  | 36                                | 100  | 531  | 195                               | Jno S. Irwin.          |
| Michigan City..... | " 27                                   | 2             | 2       | 34   | 686  | 16  | 36                                | 50   | 480  | 200                               | S. E. Miller.          |
| South Bend.....    | May 23                                 | 3             | 9       | 78   | 1334   | 20  | 36                                | 100  | 440  | 180                               | Alfred Kummer.         |
| Winchester.....    | " 7                                    | 1             | 3       | 42   | 380  | 8   | 35                                | 20   | 320  | 160                               | E. H. Butler.          |
| Seymour.....       | " 22                                   | 1             | 6       | 45   | 566  | 10  | 34                                | 150  | 403  | 180                               | J. W. Caldwell.        |
| Washington.....    | " 29                                   | 1             | 4       | 28   | 572  | 16  | 34                                | 10   | 400  | 170                               | D. E. Hunter.          |
| Franklin.....      | " 23                                   | 1             | 4       | 58   | 600  | 11  | 36                                | 100  | 490  | 180                               | J. H. Martin.          |
| Mt Vernon.....     | .....                                  | .....         | .....   | 62   | 567  | 13  | 30                                | 500  | 250  | ...                               | E. S. Clark.           |
| Warsaw.....        | " 8                                    | 4             | 4       | 45   | 631  | 11  | 32                                | 360  | 340  | 160                               | W. H. Wheeler.         |
| Perrin.....        | .....                                  | .....         | .....   | 65   | 628  | 14  | 300                               | 600  | 407  | 190                               | Geo. G. Manning.       |
| Vincennes.....     | June 20                                | 16            | 131     | 873  | 20   | 350   | 630                               | 454  | 200  | T. J. Charlton.                   |                        |
| Huntington.....    | " 19                                   | 3             | 7       | 60   | 511  | 11  | 400                               | 450  | 420  | 200                               | James Baldwin.         |
| Wabash.....        | " 18                                   | 1             | 2       | 38   | 700  | 17  | 350                               | ...  | 405  | 200                               | D. W. Thomas.          |
| Monticello.....    | " 13                                   | ...           | ...     | 74   | 289  | 6   | 380                               | 720  | 378  | 180                               | J. G. Royer.           |
| Richmond.....      | " 20                                   | 1             | 12      | .....  | .....  | 44  | 300                               | 120  | ...  | 200                               | John Cooper.           |

**LAWRENCEBURG.**—J. R. Trisler has been re-elected superintendent, and C. D. Bogart principal of the Lawrenceburg high school for the ensuing year. Schools in a very prosperous condition, and an addition of four rooms to be built this summer to accommodate the largely increased attendance.

**WHITE MOUNTAIN EXCURSION.**—The third annual *Detroit Evening News* excursion to the White Mountains will leave Detroit July 7. The round trip, of over 2,000 miles, will include Quebec and the seashore. Tickets good for 45 days. Full particulars may be obtained of W. H. Brearley, office of the *Detroit Evening News*.

## COUNTY SUPERINTENDENTS' STATE CONVENTION.

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*To be held in High School Hall, Indianapolis, June 26 and 27, 1879.*

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## PROGRAMME.

1. Opening Address, Horace S. Tarbell, Sup't Indianapolis Schools.
2. Paper—How can we best commend our work to the public? A. W. Clancy, Delaware county.
3. Discussion of the same, opened by J. S. Gamble, of Fayette county and H. B. Hill, of Dearborn county.
4. Authority of the Trustee or County Board vs. that of the Teacher—where does the one end and the other begin? Timothy Wilson, of Henry county.
5. Discussion—Harry Wilson, of Cass county, and W. S. Moffett, of Fountain county.
6. Paper—Appeals—What cases are appealable, and how are appeals conducted? James W. French, Posey county.
7. Discussion, opened by S. S. Roth, Wells county, and J. B. Blount, of Rush county.
8. What is the matter with County Superintendency? Qualifications, mode of election, cost, visitation of schools, examinations, county and township Institute systems, reports, etc., etc. Discussion, led by Hon. Jas. H. Smart, Sup't Public Instruction.

## NOTES.

1. The programme is left purposely brief that opportunity may be afforded for the introduction and discussion of such subjects as may be of interest to the members of the association. It is hoped that the superintendents may present for discussion any questions in which they may be specially interested.
2. Efforts will be made to secure reduced rates on railroads and at the hotels for the accommodation of those who attend.
3. The discussions will cover a large part of the routine work of the County Superintendent for the benefit of the new members who may attend.
4. The members of the State Board of Education will be invited to be present, and it is expected that they will come.

L. P. HARLAN, Indianapolis,  
Chairman Programme Com.

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MANHATTAN BEACH has become one of the great watering places of the world. It is only a short ride from New York. The hotel here, fronting 660 feet on the ocean, is said to be the largest of its kind in the world. The grand opening for this season occurs June 14, with Gilmore's full band, and other attractions.

## THE NATIONAL EDUCATIONAL ASSOCIATION.

Programme of Exercises, so far as completed, for the meeting to be held at Philadelphia, July 29, 30, and 31.

*General Association.*—Officers: John Hancock, Dayton, Ohio, President; W. D. Henkle, Salem, Ohio, Sec.; J. Ormond Wilson, Washington, D. C., Treasurer.

President's Inaugural; "The high school question," Hon. J. W. Dickinson, Secretary State Board of Education, Boston, Mass.; "The neighborhood as a starting point in Education," Rev. R. E. Thompson, Prof. Social Science in the University of Pennsylvania; Paper by Hon. Andrew J. Rickoff, Cleveland, Ohio, subject, "A re-adjustment of common school studies necessary;" Address by Hon. John D. Philbrick, LL. D., Boston, Mass., subject, "Education at home and abroad;" Address on "Technical Instruction," by Hon. J. M. Gregory, LL. D., Pres. Industrial University of Ill.; Report on the best state school system, by Hon. J. H. Smart, Sup't Public Instruction. The exercises for the remainder of this session not entirely determined upon.

*Department of Normal Schools*—W. F. Phelps, Winona, Pres. Opening address by the pres.; Methods of professional instruction in normal schools, pres. J. Baldwin, Kirksville, Mo.; Professional degrees for teachers, prin. J. C. Gilchrist, State Normal School, Cedar Falls, Iowa; Normal Training, Jno. H. French, LL. D., State Normal School, Indiana, Pa.; What the normal schools of New York are doing for the professional training of teachers, Prof. Jerome Allen, Geneseo, N. Y.; A contribution to the question of professional instruction in our normal schools, Prof. Lewis McLouth, Ypsilanti, Mich.

*Department of Industrial Education*—J. D. Runkle, Boston, Mass., Pres. Opening address by the Vice President, Professor L. S. Thompson, Purdue University, Ind.; The beginning of Industrial education, Hon. M. A. Newell, State Superintendent of Public Instruction, Md.; A Talk or Lecture, giving an explanation of the use of modelling in education, illustrated by working in clay, Edward A. Spring, sculptor, Perth Amboy, N. J.; Industrial Education, or the equal education of the head, the heart, and the hand, Prof. Alex. Hogg, Texas; Discussion, Methods of teaching drawing.

*Department of Superintendence*—J. P. Wickersham, Harrisburg, Pa., President, J. H. Smart, Indianapolis, Ind., Vice President.

As this department holds a special meeting every winter at Washington City, no exercises at Philadelphia have been provided for. The programme for the department of Higher Instruction and the programme for the department of Elementary Schools are not yet completed, but they are in a forward state of preparation, and will be announced in a few days. The General Association and the several departments will hold their sessions on Thursday afternoon and evening at the centennial building. The arrangement for the evening meeting has been placed in the hands of the local committees of Philadelphia. Satisfactory arrangements have been made with the hotels for

the accommodation of all who may attend the meeting. We have assurance from the railway authorities of large reductions in fares, and such other arrangements as may conduce to the convenience of travelers. The arrangements of both hotels and railroads will be given in next month's Journal.

*The Spelling-Reform Association* will meet as a branch of the National Educational Association. President, F. A. March, LL. D. "The Present of the Spelling Reform in America," Dr. F. A. March; "The Spelling Reform in England," E. Jones, A. B., Liverpool. Eng.; "The Spelling Reform in Germany, and other countries in Europe," Prof. H. C. G. Brandt, of Johns-Hopkins University. Addresses and discussions by Prof. S. S. Haldeman, Hon. W. T. Harris, Hon. W. D. Henkle, and others.

GRANT COUNTY.—I send you the following items and statistics taken from my record, made as I visited schools according to book sent by the State Superintendent. I visited *all* the schools *once*, some twice, and some three times. I averaged about a half day to each school. Had pleasant work this year. The average enrollment to each school will be about 42; daily average attendance, about 33; number whippings to each school,  $\frac{2}{3}$ ; number of classes to each school, 16; number recitations to each school, 20; number of studies to each pupil, about 4; average number cases of tardiness each school per day,  $3\frac{1}{2}$ . In five schools we have taught of the legal branches, 5; in eleven, 6; in fifteen, 7; in sixty-eight, 8; in seventeen, 9; in three, graded, 11; one, graded, 12. You will see from this statement that nearly all our schools teach the *legal branches*, and some teach more, making an average of about eight branches. The number studying history will average about 5 to each school, and about the same number in physiology; and in grammar (book) about 8 to 10; geography (book) 15 to 20; and nearly *all spell, read, write*, and study *numbers*. We have much to do, and "there is still more to follow." There is great gain in this condition.

T. D. THARP, Co. Sup't.

TIPPECANOE.—In 1853 this county had but 16 school houses in it; it now has 143. Last year 202 teachers were employed. Nearly 25 per cent of the teachers leave the profession annually.

Commencement of Union Christian College at Merom occurs June 5.

Franklin College holds its commencement June 10.

Butler University commencement day, June 13; Moore's Hill College commencement, June 12.

Commencement at Purdue, June 19. Address by Dr. Moss, of the State University.

Hartsville alumni reunion will occur June 11.

THE summer term of the Northern Indiana Normal, at Valparaiso, will open July 1. This school never indulges in any vacations.



*Highly Complimentary* to George P. Brown, ex-Superintendent of the Indianapolis schools. The following letter explains itself:

MONS. le 14th Mar., 1879.

GEO. P. BROWN,

Superintendent Public Schools, Indianapolis.

SIR:—At the public exhibition at Paris I was presented, by General Philbrick with a copy of your *Manual of Instructions to Teachers*. I would be very grateful to you if you would allow me to translate that most excellent Manual for the benefit of the teachers under my direction.

Yours sincerely,

A. HONZEAN.

Echevin, Superintendent of Public Schools, Mons., Belgium.

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*The Northern Passage Found at Last.* The great feat of sailing from the Atlantic to the Pacific ocean, by a *northern* route, has at last been accomplished. This, as is well known, has been the dream of sailors for centuries, and has cost millions of money and hundreds of lives. Professor Nordenskjold, a Norwegian, is the successful navigator. He sailed north of Europe and Asia, and has just emerged from Behrings straits.

THE Hobart Journal is an excellent county paper, and regularly contains educational news and short articles of interest to teachers. The editor, P. J. Kelley, is an educational man.

Prof. D. S. JORDAN, of Butler University, will start about the 18th of June with a company of "tramps" for Europe, and return about September 20. The company is limited, and about one-half will be ladies.

THE average mean temperature for April just past was 53.1 Fahrenheit.° This is the lowest for any April since the Department began to keep a record in Indianapolis, in 1871.

THE faculty of Notre Dame, after their recent fire, graduated the senior class before sending them home. They had practically finished their course.

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## PERSONAL.

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Jas. H. Smart, State Superintendent, has been in poor health for some time past, and is now on a trip for a few weeks to recuperate. Being of a nervous and excitable temperament, the wear and tear of the Legislature was too much for him. He worked day and night to prevent injury being done the school law, and when the stimulus was taken away and his nervous system could relax itself, he found himself about prostrated. It is to be hoped that a short period of absolute rest will be sufficient to restore him.

D. W. Henry is principal of the Farmersburg Academy.

W. A. Jones, President of the State Normal School, has again tendered his resignation, on account of his continued ill health. The Board, at a recent meeting, received the resignation and laid it on the table till the end of the school year, with the understanding that if Mr. Jones's health is not materially better by that time, it would be accepted. He has been out of the school most of the year, and it seems that a rest of a year or two is absolutely necessary to his recovery. Mr. Jones has been president of the normal school from its organization, and has given it a reputation equal to the best school of its kind in the country. He has done, through the state normal, a kind of work not done any other place in the state, and the value of this work to the state can not easily be over estimated.

Mr. Jones's place will be hard to fill, and the trustees should exercise great care in selecting his successor. They should see to it that the main features of the school are not materially changed.

W. S. Walker, who has been at Centreville for three years past, has been re-elected for next year. Most of the old corps of teachers have been retained, and the schools are reported in good working order.

George W. Hoss, LL. D., of the State University, makes a specialty of teaching oratory, and this, no doubt, is a part of the explanation why the State University has carried away three out of five of the prizes at the State oratorical contests.

Prof. L. L. Rogers, of Asbury University, will either resign or ask for leave of absence at the close of the present academic year.

Prof. J. M. Coulter has been elected to the chair of natural science at Haver College.

J. H. Martin, superintendent of the Franklin schools, will continue in the same position next year.

Prof. S. S. Hamill, the elocutionist, has been favored with large classes in all the Michigan colleges.

David S. Jordan, now professor of natural science in Butler University, will, in all probability, go next year to the State University. The committee has tendered him the position and he has accepted—the arrangement lacks only the official confirmation of the Board of Trustees. In many regards Professor Jordan is the most eminent naturalist in the state.

Supt. Geo. W. Lee, of Greencastle, and his entire corps of teachers have been re-elected for next year.

T. J. Charlton has been re-elected superintendent of the Vincennes schools at a salary of \$1,600, with R. A. Townsend re-elected principal of high school, assisted by Belle Fleming, Maggie Beck, and Mary Pilard.

Sheridan Cox has concluded to superintend the Kokomo schools next year and not go to New Mexico to engage in the mining business.

D. Eckley Hunter will accept engagements for institute work in August or September.

J. L. Rippetoe will stay at Connersville next year.

Lee O. Harris has changed his residence from Lewisville to Greenfield. He has recently made some important improvements in his "Adjustable School Programme."

Fred. L. Bliss has been promoted from the principalship of the high school to the superintendency of the Laporte schools, to take the place of L. B. Swift, resigned to enter the legal profession. J. J. Abel, of Cleveland, O., will be the new principal of the high school.

Robert F. Kerr, late superintendent of Newton county, has gone to Hiro-saki, Japan, to teach school. The Journal will now visit regularly two Hoosier-Japan teachers.

J. H. Madden has been re-elected superintendent, and Mrs. Madden principal, of the high school at Bedford.

C. S. Ludlam has resigned the principalship of the Frankfort high school. He has filled the position with entire satisfaction for the past four years, and resigns for lack of sufficient salary.

Charles Hewitt has resigned the superintendency of the Knightstown schools after a service of nine successive years.

J. E. Dorland, late with A. S. Barnes & Co., has entered the agency field for VanAntwerp, Bragg & Co., with head quarters at Louisville.

E. H. Butler has been re-elected superintendent of the Winchester schools.

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## BOOK TABLE.

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*The Boston Journal of Chemistry* is a paper devoted to the science of home life, the arts, agriculture, and medicine, and is ably edited. It is full of interest to every person who wishes to know the causes and philosophy of things. It makes science *popular*.

*The Journal of Speculative Philosophy*, edited by W. T. Harris, superintendent of the St. Louis Schools, is one of the ablest journals of the kind published, and is full of interest to those whose study and taste lead them into this field of study.

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## BUSINESS NOTICES.

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THE 14th session of the *Central Normal College*, Danville, Indiana, is gliding forward under more favorable auspices than ever. There are nearly 400 students in attendance. See advertisement on another page.

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1090 W. Harrison St., Chicago, Ill.

**WANTED.**—We want agents in every county in the State to sell any of the following books:

1. Ridpath's Popular History of the United States.
2. Western Wilds, and the men who have redeemed them.
3. The Finest Illustrated Family Bibles.
4. Cross and Crown, or the Sufferings and Friendships of the Heroic men and women who were persecuted for the Religion of Jesus Christ.
5. Household and Farmers' Cyclopedia.
6. The new Edinburg Edition of Chambers' Encyclopedia.
7. Stanley's through the Dark Continent.

Address,

J. M. OLCOTT,  
36 East Market street, Indianapolis.

**ATTENTION.**—We beg to call the attention of High Schools, Colleges, Literary societies, Associations, Reading clubs, heads of families, individuals, etc., *all* who want a good library of choice books at a slight cost, to the **PEOPLE'S LIBRARY**, in *One Hundred Volumes*, including the new Edinburg edition of Chambers' Encyclopedia. *Its author is a guarantee of its excellence.* Send three cent stamp for full descriptive catalogue.

Address,

J. M. OLCOTT, 36 E. Market st.

**TEACHERS** going East this summer should make it a point to either go or return by the Panhandle and Pennsylvania Central route. The scenery on this route is not surpassed east of the Rocky mountains. The noted Horse-Shoe Bend is worth traveling many miles to see. In addition to the above inducement, the fare is as low as the lowest, the track is the best, and the time is the quickest.

**SUMMER SCHOOL** of Lake Forest University. Four courses—Physics, Chemistry, German, and French. To open, July 7, 1879. For circulars,

Address,

LAROF F. GRIFFIN,  
Prof. Natural Science, Lake Forest, Ill.

**PROF. E. E. SMITH**, Principal of the Academy of Purdue University and a teacher of large experience, will do work in Institutes, upon very reasonable terms, after the middle of July. Address him at Lafayette. 6-1

**THE SPICELAND SUMMER NORMAL**, beginning July 21, 1879, and continuing five weeks, will again be conducted by S. J. Wright and E. O. Kennard, together with experienced assistants.

PROF. T. J. McAVOY, who has a school of Elocution and Oratory, in Indianapolis, and publishes the Haworth Copy Slip system of Penmanship, will engage to do Institute work, giving especial attention to *teaching teachers* how to teach Reading and Penmanship. Will give public readings also.

Address, 86½ East Market st., Indianapolis.

6-11

The Marion County Institute, Summer Session, 1879, begins July 8, and continues 8 weeks, at the German-English School Building, with the official support of Prof. Harlan, County Superintendent of Education. For Circular or particulars apply to W. J. Carleton, Prin., 120 East Maryland st., Indianapolis, Ind.

SEE the advertisement of the Terre Haute Commercial College, R. Garvin, principal.

TEACHERS WANTED.—\$50 to \$100 or \$200 per month during the *Spring and Summer*. For full particulars address J. C. McCURDY, Cincinnati, O.

SEE the advertisement of the Northern Indiana Normal School. "More students than ever" again. Just think of it!

THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

 Agents wanted in every township. Address W. A. Bell, Indianapolis, for circular and terms.

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| Good Board, per week only .....                           | 1.50   |
| Tuition, per term of eleven weeks, in advance, only ..... | 2.00   |
| Tuition for Summer Institute of four weeks, only .....    | 2.00   |

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3. **An ACTUAL BUSINESS DEPARTMENT**, in which *real business* is transacted, with the use of *College Currency.*
4. The **BEST SELECTED LIBRARY** for school purposes in the State.
5. The **NEW SCIENTIFIC COURSE**, admitted to be without an *Equal.*
6. The **COLLEGE PREPARATORY DEPARTMENT**, not found in any other Normal in the State. For advantages, see *Catalogue.*
7. **A SOUND FINANCIAL CONDITION**, enabling us to employ a *Full, Unbroken Faculty of Experienced, Educated Normal Teachers*; *NOT* young, *inexperienced* students, who can afford to work *cheap* while they are *BEING* educated.
8. **A NEW TEXT-BOOK LIBRARY**, where the books used in our classes can be *rented* at 10 cents each, per term.
9. **CHEMICAL and PHILOSOPHICAL LABORATORY**, well supplied with *New Apparatus* for scientific investigation.

**CALENDAR.**—The Summer Term will begin April 22, 1879; Summer Institute, July 8, 1879. Fall Term, Sept. 2, 1879.

New Catalogue, giving full information, sent free to any address.

WARREN DARST,  
J. C. MURRAY,

Principals.

INDIANA  
SCHOOL JOURNAL.

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VOL. XXIV.

JULY, 1879.


No. 7.

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THE POWER OF CONCENTRATED EFFORT IN THE  
SCHOOL ROOM.\*

  
ANNABEL FLEMING, of the Vincennes High School.

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HE past and present are teeming with examples which prove that any honest occupation to which a man may apply himself will amply reward his efforts if he thoroughly master *all* the knowledge connected with it. Energy—well-directed, concentrated energy—is the great master of the world. Whatever advancement our race *has* made, it owes to the incessant toil, the tireless energy, and the persistent effort of those who have devoted their lives to the accomplishment of a *single* end. Genius, alone, has never made discoveries in any field of investigation. Talent, alone, has never invented any article of the least utility. All great discoveries and useful inventions have been wrought out by persevering labor. It, more than anything else, has made men distinguished in every department of life. Wherever, in the history of man, any one has put forth patient and well-directed effort for the achievement of a cherished object, success has attended his efforts. Concentrated effort is the power which moves and guides everything around us. It is the secret that underlies all human improvement. Into whatever sphere of life we enter, we should labor with all our might, with some special object in view. To be successful, application, activity, perseverance,

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\* Read at the Seymour Convention, March 20, 1879.

and untiring industry must be spent in that business or pursuit, whatever it may be, which is undertaken. All along the checkered pages of history, from the earliest dawn of civilization to the present, shine the names of the great teachers and civilizers of the human family. Men—who were characterized by an unswerving faith, and who devoted their undivided energies to their chosen calling. Men—whose fame has survived the ages of darkness and superstition in which they lived, and whose works, to-day, command the admiration and homage of a grateful world. Men—whose energies have dispelled the dark clouds of ignorance and ushered us into the enlightenment of the present day. The power of the concentrated efforts of these men cannot be estimated. They teach us to strain every nerve in earnest, thoughtful efforts to approach the “distant ideal.” There are *few* very great men; few who have possessed, to an extraordinary degree, that wand of success—concentrated energy. In Astronomy, but *one* Kepler, *one* Copernicus, *one* Newton. These men gave the work of their lives to unveiling the mysteries of the heavens, and the result is the simplified science of astronomy as we understand it. With what persistence did they follow up each little hint that opened the way to fresh discoveries, thus rendering what before was complex and cumbersome, simple and beautiful. Of the specialists in Botany, Gray and Linnæus claim especial honor. The beneficent skill of Linnæus, who had left nothing he could do, undone, made him an authority in his department. It is related of him that when the timber in the shipyards of Sweden was ruined by rot, the government desired him to find a remedy. He studied the *insects* that infested the timber and found that they laid their eggs in the logs in certain days in April, and he directed that during a number of days in that season, the logs be immersed in water under the dock, after which the timber remained uninjured. In Natural Science, we point with pride to a Tyndall, a Humboldt, and an Agassiz, “who bade the rocks dissolve, and the secret atoms give up their names and laws.” Who has not experienced the power of those renowned specialists, Mendelssohn, Beethoven, Mozart, and other masters of melody, whose musical compositions have done so much to civilize man. Of those skilled in Law, we find none more profound and wise than Locke, Bacon, and Burke. In Diplomacy, who more de-



serves mention than a Richelieu in France, a Pitt in England, and a Bismark in Germany. But if we search the world of invention, the central figure is the much jeered-at Fulton, whose keen intellect gave the world the first steamboat. What was once called "Fulton's Folly," now ploughs the waters of every sea, the common carrier of the commercial world. At the close of the fifteenth century, Columbus, who had waited seven years for the accomplishment of the one darling hope of his life, by his irresistible perseverance opened a *new* world to the gaze of the *old*. His example of patient effort to accomplish a fixed purpose, has since inspired to renewed effort many a patient toiler. Of the devotees at the shrine of Art, Raphael and Michael Angelo have gained a deathless fame. Go to Rome, see on the walls of the Vatican, the Transfiguration by Raphael, said to be the finest picture in the world. Of Michael Angelo, it is related, that once as he was passing in company with some friends along a street in the city of Florence, he saw a fine block of marble, half buried in the dirt and rubbish. Unmindful of his attire he began to dig it out, exclaiming that there was "an angel in it." Lord Brougham, when counsel in any case, said he had but *one* thought, "how to get the prisoner clear." Newton, when asked by what means he had wrought out his great discoveries, said, "If I have done the public any service, it is due to nothing but industry and patient thought." The real difference between the successful and the unsuccessful is energy. A purpose once fixed, and then every energy bent to its accomplishment. An ambition which slumbered not, associated with a power of concentration which was unparalleled, raised the first Napoleon from a humble Corsican to be the Emperor of France. Nothing less than the entire mastery of the art of war could have made him the hero of Wagram, Marengo, and Austerlitz. The boy who, at nine years, swore eternal hatred to the Romans, afterwards showed the world how to cross the snow-capped Alps, in carrying out the purpose of his life. No accident of birth or station can control the future of any one. The brightest stars in the galaxy of earth's heroes have shown out from the darkest night. Those brilliant diamonds which now glitter on the brows of royalty, once lay in the gloom of the mother earth. Each one has a work for which to live. As teachers, it may not be ours to reveal a truth which is

henceforth the keynote in science or philosophy, or unveil the grand mysteries of the heavens, or delve into the secrets of nature, or hold entranced listening senates with our eloquence, or by touching the lyre awaken chords of sweetest harmony, or to conquer a world, or to sit upon a throne. But the teacher's work is no less noble. It is a work which should awaken within us an ambition to master it by concentrating the best efforts of which we are capable upon it alone. We should give it our undivided heart and mind. We, whose task it is to give "color and form" to the lives of the youths of the land, act no mean part in the drama of life. If the impulse given by the teacher is to decide the future of the young, with what earnest and unselfish purpose should every teacher be imbued that he may inspire those committed to his care to higher and nobler lives. We can forgive mistakes in every other department. Not so the blunderer in educational matters, whose material lives and grows, and, in consequence of his mistake, may live and grow in misery and crime. He who enters the ranks of teachers with no *other* than mercenary motives, commits a wrong. No teacher can succeed who does not love his work. The teacher should not belong to that class which strives for selfish purposes alone, and who never allows a moment to pass which does not add to his own particular welfare, but to that nobler class which seeks to *better* and *ennoble* the lives of *others*. The teacher commands respect in proportion to his thorough acquaintance with his work. Pupils are acute observers, and never fail to give the teacher all the respect and attention he merits. No screen of self-confidence can hide from their eyes the incompetency of a teacher. The wide awake, energetic teacher comes into his school room, full of enthusiasm, bringing fresh thoughts, gathered by careful thought and study. Nor does he cast off all care and responsibility at the close of the day's session. The successful lawyers, bankers, merchants, cease not their planning at the setting of the sun. System demands careful forethought and wise planning, and much of this may be done outside of school. I do not wish it to be understood that I would deprive the teacher of the delights of literature; far from it. Time spent thus, is well spent. The teacher, more than any other, needs light and restful reading. But some time must be spent in devising means for making the studies as attractive and

interesting to the pupil as possible. When we have awakened within a child a thirst for knowledge, our work is more than half finished. How important that the child's mind be not dwarfed from the beginning by unskilled teachers. It is a well-known fact that those teachers who take no pride in their *own* orthography make very indifferent spellers. Those whose writing resembles the Egyptian hieroglyphics more than English letters, cannot expect their pupils to excel in penmanship. The teacher of geography should be, to a certain extent, a geographer. Familiar with much more than the pupil is required to learn, able to hear recitations without looking at the book for the question and then at the map for the answer, as is sometimes done. The best teachers master their lessons beforehand, and go to their classes prepared not only to hear recitations but to better and embellish the lesson from a mind well stored with facts bearing on the subject. The teacher of arithmetic should be a mathematician; familiar not only with the problems of the particular book in use, but also, first of all, with the science of arithmetic. So the teacher of grammar should be a linguist; comprehending the origin and structure of our grand old English language, and also its etymology. This renders a knowledge of the classics a desirable part of a teacher's education. To teach reading successfully, and especially in advanced classes, one must be a student of the literature. In the books for advanced classes the reading is chiefly extracts from the classics of our literature. If the lesson is an extract from Shakespeare, Milton, or Scott, let the teacher take that drama or poem and go to his class full of the spirit of the work. Such a teacher can invest his pupils with a desire to read such books. In a reading class more can be done than in any other study to promote literary culture. Pupils, under a teacher reading the best books, will not be found wasting their time on such papers as the New York Ledger or the Boys' and Girls' Weekly, but will search those higher sources from which all true literary culture comes. The teacher of history should be, in one sense, a historian; well versed in all that will add interest or throw light on the events treated in the book in use. There is so much power in anecdotes. The teacher should be able to supply these, whenever it is possible. They are a valuable aid, adding interest to the *study* of history, while they also give us a more vivid

view of men and manners than whole pages of description would do. We may forget a date or an event, but we never forget an anecdote. When we have forgotten the incident of the battle of the Seraphis and the Bonhomme Richard, we still remember the plucky reply of Paul Jones. When memory loses the date of the battle of the Chesapeake and Shannon, it still retains those soul-inspiring words of the dying Lawrence, "Don't give up the ship." "We have met the enemy and they are ours," will at once bring back Perry's victory on Lake Erie. When we wish to recall the eccentric character of the great cynic, Diogenes, we think of that "tub story." A volume of narration could not more forcibly portray the character of the ancient Spartans as does that laconic reply of Leonidas, who, when asked by Xerxes to give up his arms, said, "Come and take them." The skillful teacher, with this anecdote, cannot only show their valor, but also why we call all such expressions laconic. Cæsar, when passing a wretched village, remarked, "I would rather be *first here* than *second in Rome*." No amount of description could so clearly reveal his ruling passion. Historians greatly err in not giving greater prominence to anecdotes, which give to history all the beauty of poetry. The teacher who thus makes a specialty of each branch he teaches, can enchain the attention of the most careless in his class. But to attain this excellence, one must work. But such work gives scholarship and culture, both of which are desirable in a true teacher. Too many teachers have almost no *general* information. A teacher who does not keep apace with the events of the day, who does not read the daily paper, is not fit to take charge of a school. Such teachers allow their minds to rust, and lose energy and zeal. If an event of importance takes place in the country or in the world, the class should know it. It is the duty of every teacher to be familiar with the current events of the day. The newspaper should reach every teacher in the land. The pupils will thus get a thirst which will last them through life, for that knowledge which is so essential to good citizenship. There is no necessity that teachers should lack culture. No other profession is so full of stimulants. While the teacher is teaching a certain branch he should study it, and thus the pupils will get the benefit of his labor and thoughts.

Those studies not bearing on the school work should be de-

ferred until vacations. Who ever knew a law or medical student to be a successful teacher, especially when those studies were pursued with a view to practice. The teacher must be free of all other work. No man can teach who devotes his time, from 4 o'clock in the evening till 9 o'clock the next morning, to some other work. No woman can do justice to her work who must toil in the kitchen or at the needle when out of school. There must be, to a certain extent, a disregard for everything not connected with the science of teaching. There is no question of greater import than to simplify the course of study to be pursued. It is to be regretted that in *some* of our schools, and especially as they advance in popular favor, the work is divided into too many fields to be productive of the highest good. The pupil thus gets a "smattering" of many things and but a superficial knowledge of what is most essential. If the efforts of the pupil be centered on a few studies, and those thoroughly mastered, he will be prepared to enter life with far greater advantages than he otherwise would. He will then have acquired the habit of mastering whatever he undertakes. It is to be hoped that the efforts of friends who are striving to simplify and thus strengthen the system, may not prove futile. Each teacher should be, to a certain extent, a specialist. There is, to-day, a pressing demand, in every department, for skilled laborers. Specialties in the mechanic arts! Specialties in the learned professions! Specialties in the school room! A primary teacher should be a specialist in that department. It is not *what* you do, but how *well* you do it! There is so much truth, and especially with reference to the teacher, in that old, trite saying, "Jack of *all* trades and master of *none*." As the lawyer should confine himself to law, the surgeon to anatomy, if he would excel, the orator to oratory, as did Cicero; so should the teacher give his best thoughts, his best energies, to the science of teaching. It is said of Aristotle that his energy, zeal, and success were so great that he was called the "*soul*" of his school. The lives of Pestalozzi and Froebel, in the past, and of Horace Mann and Mary Lyons, of more recent times, are striking examples of what concentration of effort can do, even when opposed by the most adverse circumstances. While the teacher should have literary culture, he should not lose sight

of his duties at school. Everything that he reads should bear upon his work. He should not undertake to teach what he does not fully comprehend. Men, in other pursuits, could achieve nothing did they not concentrate their powers to attain eminence in their own branch of business. In cities, the centers of energy, men must be absorbed in their business or fail. The teacher's world is the school room. He cannot divide his efforts between it and some other work, and succeed. Too many make teaching a "stepping-stone" to some other sphere in life, and merely teach to live while thinking and planning in other fields. Such will fail, since example only, will arouse the best there is in a child, and life is only kindled by life. We have too many whose teaching is soulless. There is none of that "conscious longing," that eager search, which constitutes progress. Too few desire to attain a high degree of excellence, forgetting that there is "room at the top." The teacher's work should be a work of love. The great masters painted, because they had a passion for it. A song is no song, if sung from a sense of duty. The best music is full of feeling and proceeds from the heart and not merely from the lip. It comes with the same pathos and ease as the trill of the nightingale. Science, to Newton, it is said, was as easy as breathing. He used the same wit to weigh the moon that he did to buckle his shoe, and all his life was simple, grand, majestic. The teacher, then, must love his work if he would succeed. Only in those studies for which he has a fondness, those which he has best mastered, can he obtain the highest results. Hence his chief desire should be the *entire mastery* of whatever pertains to his work. His lofty ambition should be to obtain prominence in his chosen calling.

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A school boy being asked by his teacher how he should flog him, replied: "If you please, I should like to have it on the Italian system of penmanship—the heavy strokes upward, and the downward ones light."

## THE DEFENSE OF FREE HIGH SCHOOLS.\*

6)

HON. D. P. BALDWIN.

LINCOLN'S truest utterance was his definition of the American idea of government, "A government of the People—by the People—for the People." It is obvious that one of the most important elements in this people's government is that which you represent—the people's colleges—thirteen thousand of which are located in the State of Indiana. The common schools are the true people's colleges, and you, ladies and gentlemen, are presidents and professors in this mighty institution. As such presidents and professors, we, the citizens of Logansport, greet you; we tender to you the freedom of our city; we welcome you to our hospitalities. As the representatives of one of the noblest of human professions, we honor you. In your hands are the issues of life and death of our American Democracy.

The common school is the child's first training school in the American system of popular government. In many respects it is the best type of republicanism. Here are taught to our children the first rudiments of public law, of public order, and of public conscience. The teacher, while largely a law unto himself, is all the time amenable to the public which employs him, and for which he labors. He is thus, in its best sense, a servant of the people. In a well kept school all its pupils are, or should be, on a perfect equality. Here there is, or should be, no such thing as rich or poor, high or low, bond or free. The honors of the school are, or should be, open to the humblest child. In a well kept school, merit, no matter from what quarter it comes, wins the day; and that school is perfect or imperfect according as each scholar is educated to act upon his or her manhood or womanhood, according as each pupil learns to be his or her own statesman, and the architect of his or her own fortune. Sad be the day for all, if ever the integrity of this our children's great training school in the art of Republicanism, should be invaded. Sad be the day for us all, if ever Secta-

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\* An address to the teachers of Cass county, delivered on the occasion of their "Reunion," in Logansport, Feb. 14, '79.

rianism or party should be permitted to rear their guilty heads upon the floor of this the poor man's sanctuary.

And this leads to another thought, Should the present high school system of Indiana be modified? What business have our schools with teaching the higher branches? Why not leave this to academies and colleges? The question resolves itself into this: Shall the poor children of Indiana be debarred the only opportunity ever open to them for gratuitous higher education? The high school of Logansport affords an excellent illustration and answer to this question. Of its seventy-nine pupils twenty-three are children of parents who are too poor to pay any taxes whatever, and about twenty-seven more are the children of parents who pay taxes on less than \$500 of property, and one-half of the remainder children of parents who pay taxes on not to exceed \$1000 of property. In a word, the high school of Logansport is the only chance that 65 per cent of her children will ever have for higher education. As a representative of the rich men of this city I am proud of this record, and I believe that the wealth of this town are of a like mind with me. We only ask that our school taxes be fairly levied and honestly used. I am aware that our colleges complain of the inroads that our high schools make upon them and their curriculum. Pres. Tuttle's very able Indianapolis address upon this subject is before me. Without assuming wisdom, my idea is that the work of the college and of the high school lie in different directions. The colleges of Indiana ought not, in my judgment, to lower their standards of admission an ioto, and to increase rather than lighten their hard work. The object of the college is *drill*, the object of the high school is not so much drill as equipment for practical work. It is a mistake, in my judgment, for our colleges to admit Freshmen without the customary preparation in Greek. The purpose of the high schools of Indiana is not to act as feeders for her colleges. A college course at all times desirable, and in many cases indispensable, is another and a different thing from a high school course. The aim of the former is to prepare for the learned professions; the aim of the latter is to prepare our children for the mechanical, the rural, the business, and industrial walks of life.

As I understand it, not one in ten of our high school graduates enter the professions, or have the means or inclination for



the further pursuit of study. For one, I am in favor of giving the remaining nine of our youth the best possible practical education; of setting up the school as an antidote to the saloon—leaving the tenth pupil to the higher and broader work of the college. In a word, I propose to make the gratuitous education of the people's colleges as broad and perfect in their workings as it is possible to make them, consistent with a just regard to the rights of tax payers.

Doubtless among your ranks to-night, in this grand hall, are many overworked and underpaid teachers to whom their lot seems hard and unjust, and their work thankless and useless. Many a lonely hour is spent in your obscure school houses. My brother, my sister, in such hours remember that the kingliest soul that ever filled a human bosom was a teacher. Under the blue sky of sterile Galilee was founded, among a dozen obscure fishermen and day-laborers, the first people's college. Thinking of this, and remembering that you, in these half forgotten and neglected school rooms, are silently laying the foundations of society and teaching the rudiments of law and order—"magnify"—I pray you, as you have the highest right to do—"your office," and in so doing

"Your narrow cabin walls  
Will stretch away into stately halls,"

and instead of a few ungrateful and peevish scholars and parents, you will see marching before you ranks and files of the great army of progress. In that march you and I, the individuals, may and will perish, but humanity will ever march up and on. Daniel Webster once said that Great Britain's glory was its army, "whose morning drum-beat, following the sun and keeping company with the hours, circles the earth with a continuous and unbroken strain of the martial airs of old England." We, ladies and gentlemen of Greater Britain, propose to improve upon that; we propose to make our greater glory a continuous and unbroken chain of people's colleges, whose morning bells greeting the sun in its course from Atlantic to Pacific, shall circle the new world with an unbroken array of educated, happy, and virtuous people.

## A RECORD OF RECITATIONS AND HOW TO USE IT.

D. E. HUNTER.

**A**MONG the many incentives to study, a record of recitations is one of the best. It appeals to a pupil's desire to do well, to have a good record, to stand high among his fellows; but pupils do not generally keep up the interest in study for any great length of time without frequent settlements, which will give new opportunities to "try again." The old head-and-foot plan doubtless had its advantages, but the disadvantages of frequent changes in the class, during recitation, were sufficient to cause many to abandon it. The object of this article is to present a method that will combine the advantages of the two methods mentioned above, and dispose of some of the disadvantages.

## MATTIE ARTHUR'S RECORD IN HISTORY.

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This card is ruled for five months. If the same ruling is placed on both sides it may be used for ten months; or it may be ruled for three or four months on a side as may be desired, or according to the size of the card. Recitations are graded from 0 to 10, a dot in the middle of the square will indicate 10, and figures may be used for the lower grades.

1. Write the names of the pupils on the cards, having one card for each pupil.
2. Arrange pupils in class as they are to sit during the first week.
3. Mix the cards thoroughly.

4. Ask the first question or call the first topic.
5. Call upon the pupil whose name appears upon the first card, to answer.
6. Grade the pupil either at that time or at the close of the recitation, as you may think best.
7. Call another topic or ask another question, and call upon the pupil whose name appears next, to answer.
8. Proceed in like manner till all are graded.
9. Follow the same plan next day as in 3, 4, 5, 6, 7, and 8.
10. Proceed throughout the week in the same way.
11. On Friday add each pupil's grades and multiply the same by two; the result will be each pupil's per cent.
12. Re-arrange your class now according to these per cents, and let the pupils sit in this new order during the next week. If two pupils have the same per cent, they sit in the same order in respect to each other that they did the previous week.

By this plan no pupil knows when he will be called, but every one is expecting to be called next, hence close attention is given to what is immediately under consideration.

It may also be noticed that each pupil's record, on the card, is conveniently arranged for reporting to parents, without exposing the record of any other, and if comparisons are desired, they are easily made by exhibiting the other cards.

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## JOSEPH COOK ON HIGH SCHOOLS.

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My opinion is that primary education merely, is not enough to prepare citizens for the duties of their career in the United States. President Eliot said, in New York, not long ago, that merely primary education never has saved a people from the political dangers of universal suffrage, and never will. When George Combe was in this city, he said that the education your Boston schools gave to the average citizens was only about enough to prepare them for the amount of political power the masses of the people have in Prussia and Austria. We must, in some way, give large numbers of the population such an education that they can intelligently direct their own training. I hold that a man who has not been through more than the pri-

mary school does not know how to select his own reading very profitably. Seven times out of ten he may mistake bad reading for good, and may easily be misled by plausible demagogues, not only in politics but in religion. He may be misled in science itself, if he has not enough education to enable him to sift books and turn to the best leadership with some confidence that he has chosen right. The rich do not depend on the high schools; they can take advantage of our best endowed academies; they can pay for the very best instruction in private schools. But our great middle class are moulded by the high school system into sympathy with the best thought of the age, and the best public leaders. If you break the link of good secondary education, there will be no connection between your best thought and the masses of your people. It will be exceedingly hard to make your best thinkers sympathize with the people, and yet more hard to make the people sympathize with your best thinkers. It is the glory of the American civilization that her secondary education brings into sympathy with each other the masses and the best trained minds, and when that sympathy ceases you will have opened a dyke, and through the gap God only knows what surges of salt and bitterness may burst across the land! I regard the high school, next to the church, as the chief barrier against communistic and socialistic inroads from the howling sea of an ignorant and unprincipled population. Give me the high school under generally christian influences, give me good secondary education in the United States, give me developed thoughtfulness in the masses, and I have little fears from the inroads of socialism and communism. The church will then be able to grapple with the difficulties that surround the theme. But if you allow the people to petrify under merely parochial schools, nobody can reach the masses of the population except the ecclesiastic, and he only the part of the mass that lies nearest to him. Give New England only parochial Romish schools in her manufacturing populations, and in a century her manufacturing towns will become a New Ireland. She is New Ireland already in some city wards.—*Ex.*

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A note obtained by fraud, or from a person in a state of intoxication, cannot be collected.

## STUDIES PURSUED IN INDIANAPOLIS SCHOOLS.\*

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H. S. TARBELL.

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The capacity of the child to endure labor is only one of the factors entering into the question, should fewer studies be pursued? To determine the proper number of studies to be carried along contemporaneously, we need to consider the nature of the child-mind, the nature of the subjects studied, the objects of the study, the conditions under which the tasks are performed, the child's capacity for mental work, and the teachings of experience.

One of the most prominent characteristics of the child, as he presents himself in our first grade school rooms, is his utter lack of the power of prolonged attention. His body is full of restless movements, and his mind of equally fitful wanderings. This fact conditions and limits our efforts, and is an indication that through exercise of muscle and exercise of brain, to both of which the child is irresistibly impelled, all physical and mental development is to be secured. His nature craves almost incessant change and endless variety. In his free sports he goes from thing to thing, at nothing long, and all things by turns. Something like this should be his work in the school room. So far as possible, the change and variety which his nature craves should be given; but change implies short exercises and variety, many subjects, and both call for many studies or training exercises in the earlier years of the course.

Indeed, from the consideration of the child's nature merely, without the limitations imposed by other conditions, the question becomes not how many topics should be provided, but where can subjects enough be found to suitably fill the school hours?

Reading, writing, and numbers are not sufficient to fill the child's craving nor the child's capacity. Music, drawing, object lessons, and kindergarten occupations are needed, not for themselves simply, but to make the restraints of the school room tolerable.

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\*Superintendent Tarbell made this report to the Indianapolis School Board at the request of the Board.

The child is at first perceptive, not reflective, in his mental action, full of impatience and volatility, but yet intensely curious. Perception is a surface action of the mind, is capable of speedy change without special fatigue or loss of power, while reflection, judgment, reasoning, later developed, hold by a firmer grasp to the object of thought, cannot so readily spring from theme to theme, and are worried and fatigued by frequent change.

In early school life the pupil's mind exhibits a succession of momentary apprehensions, and curiosity being its strongest motor, the greatest possible variety of subjects should be presented for study. This condition of mind continues to the age of ten or eleven years. After this period recollection becomes more associative. Reflection, with its associate powers of generalization and classification, becomes an influential factor in mental action. Thoughts are detained in the mind for comparison or elaboration. That which has entered the mind is not so readily dismissed, and therefore changes of lines of thought ought not so frequently to be made. The several branches of study before pursued should now be grouped, similar subjects occurring and a less number of variant themes should be presented. As this mental change progresses the consequent changes in course of study should follow until, in the case of the matured mind, a single main subject only should occupy attention, with one or two side questions of minor importance to afford suitable recreation.

An additional reason for a few studies only for those approaching maturity, is the loss of time incident to the change from one line of thought to another. The mind's grasp of the former thought has to be unclasped, finger by finger, painfully and reluctantly; and it stands disengaged at length, unwilling to seize at once upon a new study with sufficient vigor for effective work.

Hamerton, in his "Intellectual Life," says: "In the division of time, it is an excellent rule for adults to keep it as much as possible in large masses, not giving a quarter of an hour to one occupation and a quarter to another, but giving three, four, or five hours to one thing at a time. In the case of children, an opposite practice should be followed; they are able to change their attention from one subject to another much more easily,

than we can, while at the same time they cannot fix their minds for very long without cerebral fatigue, leading to temporary incapacity."

After a child reaches the age of ten or twelve years, greater apparent progress can for a short time—a year or two—be made with two or three studies than with five or six; but the aggregate of progress will be greater with the larger number.

Some subjects, like geography, can be taken in large doses; others, like arithmetic, must be taken in smaller portions, and well digested. A boy would know little more of arithmetic at the age of fifteen, having studied it exclusively for the last half dozen years, than he would if with the arithmetic he had carried along a fair complement of other work.

Almost all subjects of study present phases which adapt them to the different stages of mental growth, and it is the highest skill to make this wise adjustment. But, if the progress of the pupil in knowledge in a particular branch exceeds his rate of mental development, he finds he has passed through that portion of the study adapted to his development, and is grappling with that which requires a maturer intellect. The embarrassments of his new position thicken around him; he seems to grow stupid, forgetful, disappoints his early promise, and at length becomes disheartened. How many classes of pupils have learned literally nothing of a subject too deep for them during a year's vexatious study? The embarrassing limitation in the communication of knowledge is inability on the part of pupils to receive, and not of the teacher to communicate.

If a boy's growth and power exceed his knowledge, or if he is soon to leave school, then he should be pressed forward in a few of the more important studies; but if he studies for growth and has time to grow in, he will attain it best with a reasonable variety of work.

Again, different studies tend to develop different faculties of the mind, and our school curriculum ought to contain studies and exercises designed to cultivate in due proportion and at the proper time, the several important faculties of the intellectual man.

Looking at the matter historically, we find that as schools have become more thoroughly graded and the system of instruction developed, the number of studies pursued by the pupils

at a given time has increased. This increase is a matter of present popular complaint, and doubtless is of detriment to many pupils who remain but a few years in the schools.

There are three main causes for this increase: First, the rising claims of new subjects of school instruction, such as music, drawing, and elementary science. Second, our knowledge of skillful methods and right adaptation of work to the minds of pupils is greatest in the lowest grades, and we do not make the variation in method and requirement for older pupils which their developing powers demand. Third, our schools are planned for those who go through them, rather than for those who go out of them.

Let us compare the schools of Indianapolis with those of other cities in reference to the question now under consideration. During the first three years of their school life our pupils study reading, spelling, writing, drawing, music, number, and elementary science (or general lessons or object lessons)—in all, seven subjects daily.

In the fourth and fifth years language and geography are added, but the general lessons are given but twice a week, once in place of language and once in place of geography, making eight recitations per day.

After this, penmanship and drawing alternate on the programme, reducing the number of recitations per day during the sixth, seventh, and eighth years (C., B., and A. grammar) to seven again.

The fact that geography is replaced by history and this by physiology, makes no change in the number of subjects to which the pupil is required to give attention.

The portion of the school day occupied by these subjects is as follows:

During their first year at school, pupils attend but half of each day and spend fifteen minutes upon drawing, twelve minutes upon music, and fifteen minutes upon general lessons (elementary science); the remaining portion of the half day being devoted to the remaining subjects above specified. During the second year, when pupils attend the entire school day, drawing occupies fifteen minutes of their time, and music and general lessons each twenty minutes. In the third year drawing and general lessons each require twenty minutes, while music has



twenty-five minutes in two lessons, one of ten minutes and one of fifteen minutes. During the fourth and fifth years pupils spend upon music and drawing, each, twenty minutes daily, while two half hours each week are spent upon general lessons, the time being taken from language and geography. In the last three years of the grammar-grade course two half hours each week are absorbed by drawing, and twenty minutes daily are spent upon music, while general lessons disappear entirely from the programme.

The "general lessons" serve not only an evident, independent purpose, but also form the most available and practicable basis for lessons in language.

This course does not differ in its essential parts from the courses of study in the schools of the leading cities of the West. The main variation in these courses is in the extent to which attention is given to object, or oral lessons and to language. In these respects Indianapolis gives more than usual attention to science lessons in the lower grades, and to language in grades above the third. Both of these facts I think fortunate. If we observe the schools in the Eastern cities, or in other countries, we shall find that of all the world where good schools exist, the people of the West have least cause to complain of the number of studies pupils are compelled to carry at one time.

In New York City, for example, pupils of the grade corresponding to our C grammar have all the studies, without exception of pupils, of our C grammar grade, and mental arithmetic, United States history and elementary science in addition. In Boston the same pupils would have, in addition to their present work, extended drill in etymology, roots, and definitions of words, five more lessons per week in writing and drawing, and an oral lesson daily on metals, woods, and rocks. Going no further east than Cincinnati, these pupils would have an additional lesson daily in physics, and one in writing or drawing. In Canada, by the present code, these poor children of our C grammar grade would have all their present work and thirteen recitations more per week divided among a large number of subjects. In Prussia, whose schools are supposed to be the best in the world, the same class of pupils would have the same number of recitations per week as now, but would have Latin

and religion in place of reading and spelling, and be expected to spend forty-two hours per week in school work.

It is a fundamental principle with me that growth requires time, and that healthful growth or development of the mind, like that of the body, is promoted by reasonable activity, and defeated by over exertion.

The growth of the mind ought to be a joyous process, analogous in its laws and pleasures to bodily development, and hence the school tasks should be no greater nor less than just to reach the farther limit of pleasant accomplishment.

That our schools go materially beyond this limit in ordinary cases, I do not believe. Our school system is itself a growing organism, and must be managed as such if we would have it accomplish what we hope from it, and I suppose the main thing to be done by us is to make those adjustments and improvements in the adaptation of our work to the highest need, and of means to ends, which is the task of those in charge of a rightly developing system of instruction.

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## THE STUDY OF LANGUAGE.

*A* CHAS. E. EMMERICH.

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THE objects of education are supposed to be twofold. First, and principally, the discipline of the mind; second, the attainment of such knowledge as may be of practical use in after life. Are these objects gained by the study of languages?

Let us briefly look at the natural influence of such a study upon the various powers of the mind, and see whether mental discipline is gained thereby. It certainly needs no labored argument to prove that learning the vocabulary and structure of a foreign and difficult language is a constant and arduous exercise of the memory; and, though memory should not be developed exclusively and at the expense of the other and more important mental powers, still we should aim to cultivate it as the occasions of common life require it.

But what is the influence of this study upon the higher faculties of the mind—the analytical, the inductive, the discrimina-

tive? To the first named it is a perfect whetstone. It is generally conceded that the strict interpretation of a legal instrument in one's own language, is one of the most sharpening exercises to which the human mind can be subjected; but of this nature is the discipline constantly involved in rigid and accurate translation. It is a continued requisition of the most scrutinizing analysis. The sentence to be translated must be resolved into its original elements; the known must be separated from the unknown; and, as in algebra, the latter must be ascertained from its relations to the former.

Again: Translation is a constant process of induction. The context, the character and style of the author, the spirit and circumstances of this age and country, their peculiarities—political, social, and religious—are all so many elements which must influence and modify translation, and from which the student is required constantly to frame induction, and the habit of prompt, accurate, and wide-seeing induction is one of the most useful and important accomplishments of the human mind.

But perhaps one of the highest excellencies of the study of language is exhibited in the cultivation of what we may call the discriminative faculty, to which belongs discernment of those slight and subtle shadings of idea, the perception of which is essential to all elegance of taste and all precision and power of language. Nothing is so well calculated to develop and sharpen this faculty as translating from a significant and polished foreign language. Every phrase and word calls it into exercise. From a number of definitions or a general one, the student is required to select or invent a specific one, exactly corresponding to the passage before him. The cultivation of this single faculty—not to mention the others at all—would alone amply justify the expense of time and toil bestowed upon the study of language; for this faculty is fundamental to strength and beauty of language, and language is power.

Next in importance to ideas themselves is the means of their communication, which is language. The slight rapier, adroitly wielded, is often an overmatch for the huge bludgeon, though whirled with the strength of a giant; and it would, perhaps, hardly be considered preposterous to maintain that the different intellectual power exerted by different men depends less upon difference of thought than of language. Thousands and tens of

thousands, that have gone down to unhonored graves, have had emotions as noble and glowing as Demosthenes.

Not Homer, nor Virgil, nor Milton alone has had the power to conjure up forms of loveliness and splendor. No; there is in the mind of this world beauty, and nobleness, and grandeur of emotion enough, but which must now be forever dumb thoughts, for want of the power of language to express them. How different an instrument is language in the wielding of different minds—at one time dull, heavy, powerless; at another, of piercing power, polished, keen, massive, and glittering as a sharpened sword; now harsh, discordant, imperfectly and brokenly shadowing forth the idea; now all music and sweetness, the unflamed mirror of nature, bodying forth with beautiful exactitude the entire and precise thought. There is a charm in the language of some men, often stronger than reason or argument. You feel every word they utter to be just *the* word, and that to alter would be to mar. Sentiments which from another mouth fall forceless, are transformed into life, beauty, and power.

A study, then, that gives energy and precision to the instrument of thought, well deserves a high rank in the scale of education; and a study of languages confers these accomplishments in a very high degree.

It is often objected to the study of language, that many who are compelled to pore over them during their school course, forget them as soon as they graduate. But it is our humble opinion that few of the individuals alluded to can be induced to *pore* over anything, and they have little to forget, so that the objection lies not so much against the study itself, as against pretences to it. There is no necessity that they should be forgotten, and if *they* are, then any other study may share the same fate. But let us, for the sake of argument, suppose that *they* are forgotten; yet the benefits of the mental discipline remain, and at least one of the objects of education, mentioned in the beginning, and by far the most important one, is gained: for education is an apprenticeship, designed not so much to accumulate material as to teach the use of tools; not to fill reservoirs, but to make living fountains; not to overload the mind with undigested truths, but to give it the power of discovering all discoverable truth.

Now as to the second object of education, that of practical utility. It is often objected, that the study of languages is not practical. But if a study, combining the advantages already enumerated, is not practical, we would like to know what is.

A great deal is said, nowadays, about the practical; we are living in a practical age; everything must be practical. But what is meant by the term practical? Man could eat, drink, perform the functions of his physical existence without a knowledge of optics or mineralogy; without looking up to the rainbow or the stars; without ever dabbling in poetry or the fine arts; without suspecting that the earth revolves or that the sun is a world. But do we confine the term *practical* to these limits? Do we restrict it to that which fills our pockets or satisfies our physical appetites and conveniences? No; we feel that knowledge is of itself desirable and ennobling; that whatever tends to refine, exalt, expand and liberalize the mind, conduces to the perfection and happiness of man; *that* is in the highest sense practical. But a knowledge of Latin and German is also practical in another direction. It is not difficult to prove that an accurate knowledge of the English, which is certainly of very great importance and very practical too, can be more easily and much sooner attained by means of Latin than possibly in any other way. The reason is plain; the English language is altogether derivative, i. e. all the words are taken from other languages, but mostly from the Latin, and by a little alteration are anglacized and made into English. The primitives, or roots, transplanted from the Latin and also from the Greek, are about eleven thousand, and these, compounded with various prefixes and affixes, increase the number manifold, thus constituting by far the greater portion of the English language. There are many of these Latin roots, from which there have been taken from 50 to 200 words, most of which are in common use. For example, there are in the English language one hundred and twenty words derived from the Latin verb *specio*, to see; such as specify, speculate, retrospect, perspect, prospect, respect, etc. From *scribo*, to write, we have describe, conscribe, subscribe, superscribe, and many more. From *fluo*, to flow, are derived fluency, confluence, superfluence, affluence, influence, etc. These words are scattered from the beginning to the

end of our dictionaries, according to the initial of their prefixes, and thus all connection or relationship is lost. There are comparatively but few prefixes and affixes, and these are easily learned. It is therefore not difficult to see that a study of the Latin assists one greatly in mastering the English language. That the study of German is also of *practical* utility is so obvious that it needs no argument to prove it. Any business man is the better off for his knowledge of it; any person who can speak German, in addition to his mother tongue, has a wider field of usefulness before him and commands higher salary, which latter is very practical. Lawyers and physicians, in fact everybody, find a knowledge of this language most convenient.

Now if that which confers strength of memory, the power of steadfast attention, rigid analysis and prompt induction, copiousness and precision of language, introduces one to the learned languages of the world and the fountain of one's own tongue, if a study that possesses all these advantages is not practical, then we are at a loss to know what is or can be so.

INDIANAPOLIS HIGH SCHOOL.

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*Parents, Look to it.*—Your children are poisoning themselves! Some of them are already beyond recovery, but save those who are not. They are great readers, and you encourage their attention to books, but what books do they read? Hear what Charles Francis Adams says: "Three-fourths of the demand for books from the public library is always for the most rabid and sensational books; the advice of a competent person as to what should be read and how, would do much more for the higher education of a town than is done through the whole agency of the high school." True, every word of it. You are that competent person, so far as your children are concerned, or if not, you ought to be. It is in your power now to prevent them from doing themselves any great harm. It is amazing to see how careless even many intelligent and good parents are in a matter of such vital importance.

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It is not legally necessary to say on a note "for value received."

OFFICIAL DEPARTMENT.

The County Superintendent of Huntington county presented to the County Commissioners a bill, a part of which was rejected by the Commissioners. The Superintendent sued the county and recovered. As the matter is of considerable importance to other Superintendents, I requested the Superintendent to make a statement of the facts in the case. The reply is subjoined. It is printed not for the purpose of inducing county Superintendents to quarrel with their Commissioners, but rather to afford a basis for an argument, which may be made in a friendly spirit, to induce Commissioners to treat the question of allowances to County Superintendents fairly. There should be harmony between the Superintendents and the Commissioners, but it is proper that superintendents should be informed of any decisions that are made upon the matter in question.

JAS. H. SMART,  
Superintendent of Public Instruction.

WARREN, IND., June 9, 1879.

JAMES H. SMART:

DEAR SIR :—At your request, I forward the following statement :

THE BILL OF PARTICULARS.

|   |          |
|---|----------|
| 1. Grading teachers' license, 4 days.....           | \$16 00  |
| 2. Statistical Report to the State, 5 days.....     | 20 00    |
| 3. Institute Programme, 3 days.....                 | 12 00    |
| 4. Preparation of Hall, 1 day.....                  | 4 00     |
| 5. Grading licenses, 5 days.....                    | 20 00    |
| 6. Special Report work, 4 days.....                 | 16 00    |
| 7. Correspondence (circulars), 3 days.....          | 12 00    |
| 8. Balance on March bill, 4 days.....               | 16 00    |
| 9. Postage not allowed on the December bill.....    | 5 25     |
| 10. Postage not allowed on the March bill.....      | 4 33     |
|   | <hr/>    |
|   | \$125 58 |
| Amount allowed by County Commissioners, 9 days..... | 36 00    |
|   | <hr/>    |
| Balance due.....                                    | \$89 58  |

The above items are such parts of the bill of particulars as were reduced by the Board of Commissioners on bills offered for consideration at the December and March sessions of said court.

Postage, including other matters outside of per diem, were considered perquisites.

The issue was the per diem and postage.

Having presented the case in the Court of Common Pleas for the county of Huntington, the Judge held that postage was a necessary expense in order to execute the work of the office, and could not be considered perquisites.

Therefore we have the following verdict :

*Francis M. Huff vs. The Board of Commissioners of Huntington County.*

Judgment, \$89.58.

The issues in this behalf being now joined and a jury waived, this cause is submitted to the Court for trial ; and the Court, after hearing the evidence and being fully advised in the premises, do find for the plaintiff and assess his damages at the sum of eighty-nine dollars and fifty-eight cents (\$89 58). It is therefore considered and adjudged by the Court that the said plaintiff, F. M. Huff, recover of said defendants the said sum of eighty-nine dollars and fifty-eight cents, and his costs of said suit.

I have not presented this in the legal form. The charge given by the Court was simply in the verbal form, but I was allowed all I asked for. The Judge notified the Commissioners that the County Superintendent was subject to the orders of the State Board of Education and the Superintendent of Public Instruction, and not hemmed in by the narrow limits of the county of Huntington, but belonged to the noble institution of the State. Also, the Commissioners had nothing to do with the per diem of the Superintendent unless he should get in more days in a year than belonged to it, since the law presumes there are 313 days allowable at \$4 per day, and that the oath subscribed to said bill was prima facia evidence that the work had been performed.

F. M. HUFF, Ex. Co. Sup't.



## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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THE Official, in this number of the Journal, will be of special interest to county superintendents. The court has decided what the Journal has been advocating for years, viz: that postage, office rent, or whatever is essential to the carrying out of the legal work of the office, cannot, in any just sense, be denominated as "*perquisites*." A perquisite is something that one receives *in addition to* his regular salary. Necessary expenses, incurred in carrying out what the law requires of an officer, do not, in any way or in any sense, increase his salary. Not one cent of this expense goes into the officer's own pocket.

Commissioners should carefully examine all bills and see to it that superintendents, in rendering their bills, do not exceed what the law allows; but they should remember that the granting of *necessary* expenses is not only just and right, but *wise economy*.

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### HOW TO GROW OLD AND YET REMAIN YOUNG.

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Henry W. Longfellow, who is now about 72 years of age, writes to a friend as follows: "To those who ask how I can write 'so many things that sound as if I were as happy as a boy,' please say that there is in this neighborhood, or, rather, neighboring town, a pear tree, planted by Governor Endicott 200 years ago, and that it still bears fruit not to be distinguished from that of a young tree in flavor. I suppose the tree makes new wood every year, so that some part of it is always young. Perhaps that is the way with some men when they grow old; I hope it is so with me."

When a tree stops growing it begins to die. In this regard a man resem-

bles a tree. When a person's mind ceases to grow—when it fails to add new thoughts and thus strengthen itself, it begins to dry up and lose power.

This principle applies with rare fitness to the teacher. A teacher who does not "*add new wood*" every year, falls into ruts, goes backwards, *dies* as a teacher. Paradoxical as it may seem it is nevertheless true, that the teacher who stands still, goes backwards. It is simply an impossibility that a teacher shall retain, through a number of years, the vigor and freshness of his early teaching unless he study; and this study must not consist in the simple routine of preparing daily recitations—daily preparation of course—the reading of professional literature of course—but something more. The mind must be led out of the narrow routine of school room duties and allowed to take in something of what is called "general culture." The teacher who does not spend some time in study outside the line of his daily duties, of necessity grows narrow. *One hour* of each twenty-four, wisely used for mental growth and culture, is salt enough to save from stagnation. The manner in which this one hour (more or less) is used, will determine very largely whether or not a teacher will rise in his profession or continue to "job 'round" year after year, and then sink beneath the wave of advancing requirements.

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#### AUTOGRAPHIC TELEGRAPHY.

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It seems that the Irishman who went to the telegraph office expecting to send his letter along the telegraphic wire was only a few years ahead of the times. For the last thirty years inventors have been studying the subject of sending by telegraph the actual handwriting of the sender, and even as long ago as 1850, a Mr. F. C. Bakewell, of England, invented a machine which actually did this work, but owing to the extreme slowness with which it operated, it was comparatively useless. Other inventors, since that, have made improvements until now success seems to be certain.

The latest experiment in autographic telegraphy is that of M. d'Arlincourt, of Paris, which has lately been submitted to the English post-office authorities for trial. The *London Times* gives the following account of the instrument (which is on the same general plan as Bakewell's) and its workings:

The distinguishing feature in M. d'Arlincourt's apparatus is the introduction of an extremely ingenious synchronous movement, by means of which the speed of travel of the cylinders is rendered uniform, both in the transmitting and the recording machine. The message to be sent, which may be either in the ordinary hand or short-hand, is written with a thick, gummy ink, upon a strip of metallic-faced paper, about twelve inches long and two and one-half inches deep, which is wrapped around the cylinder of the transmitting instrument. A strip of white paper, chemically prepared and of similar dimensions, is placed on the cylinder of the recording apparatus, and the instruments are placed in electrical connection and started. The raised writing, actuating the electric current, causes a reproduction of the original

message in *fac-simile* on the paper in the recording instrument, which may be hundreds of miles from the other. Upon the occasion of our visit the two instruments, although in the same room, were practically placed two hundred miles apart. The writing can be reproduced in either blue, brown, red, or black, according to the chemical preparation of the paper, but always on a white ground, and a number of copies can be taken from one original. In the same way, sketches, plans, or drawings may be faithfully transmitted; some sketches were, in fact, accurately reproduced on the occasion of our visit. Although the apparatus is perfect in its action, it still has one drawback,—which was common to its predecessors,—that of slowness of reproduction. The time occupied in revolving the cylinder a sufficient number of times to allow the pointer to traverse the whole surface of the paper is seven minutes, and this rate of speed is far below that required and attained in practice for commercial purposes. The post-office authorities, to whom we are indebted for our inspection, do not, therefore, see their way to utilize M. d'Arlincourt's ingenious invention at present. It is, however, being worked in France in fortresses, and for similar military purposes, for use in which and in some special cases, it is exceedingly well adapted.

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HENRY KIDDLE, superintendent of the New York city schools, has for years been regarded one of the ablest educators, and most vigorous thinkers in this country. He is the author of several books which are a credit to him, and he has been especially noted for his sound judgment and practical common sense. These qualities, rather than his learning, have enabled him to remain at the head of the New York schools so many years. In the face of all this, Mr. Kiddle has recently embraced spiritualism. Not only has he proclaimed his belief in it, but he has written and published a book on the subject, and so ardent is his belief that he is willing to sacrifice everything for his new faith.

In his book he professes to have been in communication with the departed spirits of Moses, Socrates, Paul, Shakespeare, Byron, Bacon, Pio Nono, A. T. Stewart, James Fisk, and thousands of others of all callings and of all ages. His children, a boy of twelve and a daughter recently married, are the mediums through which he has carried on these communications, and he claims to be commissioned to publish them to the world.

The above named persons, and other poets, philosophers, and prophets, all talk in the same style, and much that is given is puerile, if not silly. The great wonder is that a man of Mr. Kiddle's sense can be so deceived. An effort has been made to displace him as superintendent, but without success. Mr. Kiddle's moral character is above reproach, and the Journal agrees with a majority of the New York Board, that so long as he discharges his duties faithfully and efficiently, this craze should not affect his position.

Later. Mr. Kiddle has offered his resignation, which has been accepted.

SCHOOL TROUBLES.

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At Knightstown the school board, having bought a piano for school use, was planning to pay for it by school entertainments. One or two *pay* entertainments had been given, and the trustees decided to finish up the matter by charging a small admittance fee to the commencement exercises of the high school. To this arrangement the graduating class objected, and finally positively declined to appear, even if it cost them their diplomas. The board was firm for a time and refused to grant the diplomas, but finally delivered them without any public meeting. With our knowledge of the facts, the trustees were justified in their course for the sake of the end to be reached, and the young people must have acted under bad advice.

In *Fort Wayne* the school board made a rule that at the commencement exercises no one should receive a bouquet. One young man, after his oration, was presented with a fine bouquet, which he accepted. The president of the board, Hon. A. P. Edgerton, insisted that the bouquet should be handed to him. The young orator objected. Great confusion arose in the audience; the city marshal was called in, and the matter was ended by the young man and seven of his classmates leaving the stage. The newspaper accounts that we have seen all condemn the action of the board, and we have not heard its defense; but we know of one excellent reason why it would be better not to have bouquets presented on such occasions. For example: A girl from a wealthy family reads a paper—it may be a very moderate one—but her numerous friends cover her with flowers; she is followed, it may be, by a girl from a poor family, without any friends. She reads her essay; it may be an excellent one, and she gets not a bouquet. Such cases have actually occurred.

*Asbury University* is having its share of trouble. Young DePauw, son of W. C. DePauw, of New Albany, claimed that he had fairly won the first honors of his class, whereas the faculty divided the honors equally among four members of the class, Mr. DePauw being one. Mr. DePauw positively refused to graduate under the circumstances. The sentiment both inside and outside the board of trustees seems to be divided in regard to the merits of the case, and between the two elements the faculty and the institution are suffering. Prof. L. L. Rogers's resignation was accepted, Prof. Joseph Tingley's chair was declared vacant, and one or two other members of the faculty were retained by a vote of 12 to 10, and the end is not yet.

*Butler University* is not yet out of its trouble mentioned in the May Journal. It was thought that a compromise had been effected between the two parties, but it seems that the compromise was more apparent than real. The party in favor of making the University strictly denominational as to its faculty is in the ascendancy, and the indications are that in the course of a year or two all those members of the faculty not members of the Christian church will be displaced. Two out of the four have been retained, one, Prof. An-

derson, by a vote 7 to 6. The controlling party could not, by any possibility, have fallen on a more unfortunate course by which to bring about the change it desired. It will take years to close the breach already made between the friends of the institution.

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### TOO MANY SCHOOL DISTRICTS.

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In the address of T. J. Charlton, published last month, the author makes an excellent point as to the number of school houses. It is a notable fact that school houses are multiplied every year to accommodate people who are anxious to have the school house brought to their own door. The writer received his early schooling in a log school house after walking *two and a-half* and *three* miles, and has never experienced any evil effects from the exercise. Doubtless we already have too many school houses, and trustees should begin to consolidate. This would cause some dissatisfaction at first, no doubt, but sensible people would soon become reconciled to the new and better condition of things. By reducing the number of school districts the length of the school term can be increased without increasing the taxes. Or, if the term is already sufficiently long, it can be so maintained and the rate of taxation be reduced. There are not many townships that might not get along very well indeed with from one to two school houses less than now in use. By cutting these off, there would be saved not only the salary of the teacher or teachers, but the cost of the house and all the incidental expenses. I know of one township, exactly 6 miles square. By placing one house in the centre four others can be so arranged that no pupil will have to walk more than  $1\frac{1}{2}$  miles. This township, then, should have but five school houses; but the fact is it already has *eleven*, and the people in one locality are clamorous for another. This is a subject that trustees need to study carefully.

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COUNTY SUPERINTENDENTS will confer a favor on the editor of the Journal by sending him the time and place of holding their county institutes as soon as determined. He would also be glad to know of the normal institutes held in each county, together with names of the persons in charge of them. Educational items are always gladly received.

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WE have received a large number of papers containing lengthy commencement exercises. We are glad to get them, but cannot find space to notice or comment upon them.

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Prof. McIntire, who has been superintendent of the institution for the Deaf and Dumb in this state for the past twenty-five years, has, by the mutation of politics, been thrown out of office. His eminent standing in his profession soon found him another place, however. He has been elected to take charge of a similar institution in Michigan.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MAY, 1879.

#### WRITING—*Specimen of Penmanship.*

Write the following with care in your ordinary hand-writing :

“All are architects of Fate,  
Working in these walls of time;  
Some with massive deeds and great,  
Some with ornaments of rhyme.”

50

1. Illustrate the principles of the capital letters. Give three letters in which each is used. 10.
2. Write all the small letters, observing the proper length, height, spacing, and slant. 10.
3. Describe the proper position of the pupil at the desk while writing under ordinary circumstances. 10.
4. (a) What is the units for measuring the heights of letters?  
(b) For measuring their widths?  $a=6$ ;  $b=4$ .
5. What efforts have you actually made to prepare yourself to teach children to write well? 10.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. (a) How many and what sounds has the vowel *i*?  
(b) Give words illustrating its different sounds.  $a=5$ ;  $b=5$ .
2. Into what two general classes are the letters of the English alphabet divided? 10.
3. Give all of the vowels. 10.
4. Write the words *commandment* and *ironically*, dividing each into syllables, and indicating the accent by the proper mark. 2 pts., 5 each.
5. Write the words *again* and *heartache* phonically, indicating the vowel sounds in each by the proper mark. 2 pts., 5 each.
- Spell ten words pronounced by the superintendent. 5 for each word.

## READING.

"A man's true wealth hereafter is the good he does in this world to his fellow-man. When he dies people will say, 'What property has he left behind him?' But the angels who examine him will ask, 'What good deeds hast thou sent before thee?'"

1. Define wealth, fellow-man, property, examine, deeds. 5 pts., 2 each.
2. What moral principle does the writer desire to inculcate in the foregoing extract? 10.
3. When is the examination referred to to take place? 10.
4. Select five words you would give your class to spell; what principle would guide your selection? 2 pts., 5 each.
5. Write synonyms for the following: wealth, fellow-man, property, examine, good deeds. 5 pts., 2 each.

Let the candidate read a passage, upon which he should be marked, in the judgment of the superintendent, from 1 to 50.

## ARITHMETIC.

1. Divide the L. C. M. of 16, 48, 80, 66, and 165 by the G. C. D. of 240 and 648. L. C. M. 4; G. C. D. 4; ans. 2.
2. What number divided by 4-3 will give 3-2 for a quotient? Proc. 6; ans. 4.
3. Add four, and seven-tenths; four hundred five, and two hundred seven-thousandths; four thousand six, and four thousand six thousandths; three hundred, and three ten thousandths. Writing 2 ech; ans. 2,
4. When it is 4 P. M. at Evansville, Ind.,  $87^{\circ} 36'$  W. Long., what is the time at Lisbon, Portugal,  $10^{\circ}$  W. Long.? Proc. 7; ans. 3.
5. How many tiles 8 inches square will lay the floor of a room 24 by 16 feet? Proc. 6; ans. 4.
6. (a) What per cent is  $\frac{2}{3}$  bushel of  $8\frac{1}{3}$  bushel?  
(b) Define difference as used in percentage.  $a=5$ ;  $b=5$ .
7. A note for \$891, with interest after 3 months, at 7 per cent per annum, was given March 1, 1878, and paid Feb. 21, 1879. What was the amount due? Proc. 5; ans. 5.
8. The proceeds of a 90-day note, when discounted at bank at  $7\frac{1}{2}$  per cent per annum, were \$315.23. What was the face of the note? Proc. 5; ans. 5.
9. If  $\frac{3}{8}$  of a barrel of cider cost \$9-16, what is the cost of  $5\frac{1}{2}$  of a barrel? By analysis. Anal. 6; ans. 4.
10. What will the carpet cost for a room 27 feet long and 18 feet wide, at \$1.25 per yard, the carpet being  $\frac{3}{4}$  yard wide? Proc. 5; ans. 5.

- GRAMMAR.—1. What is the superlative degree of an adjective? 10.
2. How is the possessive case of nouns found? 10.
3. (a) Write a sentence containing a relative pronoun, and (b) parse the relative.  $a=4$ ;  $b=6$ .

4. (a) What is the distinction between a transitive and an intransitive verb? Write a sentence in which *sinks* is used as an (b) intransitive verb; one in which it is used as a (c) transitive verb. a=4; b=3; c=3.
5. (a) What are defective verbs? (b) Name them. a=5; b=5.
6. Define three classes of adverbs. 10.
7. Correct *He and not I am chosen*, and parse *chosen*. 2 pts., 5 each.
8. Analyze the sentence, "Let all the ends thou aimest at be thy country's, thy God's, and truth's." 10.
9. The insult was offered to my friend whom I love as a brother. Parse *was offered* and *whom*. 2 pts., 5 each.
10. Parse *as* and *brother*. 2 pts., 5 each.

- GEOGRAPHY.—I. What is the difference between a globe and a map? 10.
2. What great difference is observable between the coast lines of the northern and southern continents? 10.
3. Into what classes are lakes divided? how are salt lakes formed? 2 pts., 5 each.
4. Name the five great races into which mankind is divided. 5 pts., 2 each.
5. What parallel forms the northern boundary of Vermont and New York. 10.
6. The northern boundaries of what three southern states form a continuous straight line? 3 pts., 4 off for each error.
7. What is the great peculiarity of the land in Belgium and Holland? 10.
8. What is the form of government of each of the following countries:  
France, Russia, Spain, Great Britain, Greece. 5 pts., 2 each.
9. What Strait divides Sicily from the mainland of Italy? 10.
10. Name the three great peninsulas of Europe. 3 pts., 4 off for each error.

- HISTORY.—I. What early voyages did the Portuguese make to this country? 10.
2. (a) Who was Sir Walter Raleigh, and (b) what his relation to our early history? a=4; b=6.
3. What was the rebellion under Bacon, in 1660? 10.
4. What originated the first paper money in America? 10.
5. What were the principal events in the Pequod war? 10.
6. What led to the division of New Jersey into East and West Jersey? 10.
7. What was the engagement known as Braddock's defeat? 10.
8. What was the Boston Port Bill of 1774? 10.
9. Who was Lafayette? 10.
10. Describe the treason of Benedict Arnold, 1780. 10.

NOTE.—Descriptions and narratives should not exceed six lines each. ●



- PHYSIOLOGY.—1. How many bones in the cranium, and how are they united? 2 pts., 5 each.
2. How many bones in the ear? 10.
3. Describe the digestive process which takes place in the stomach. 10.
4. Name the five principal juices or fluids used in digestion. 5 pts., 2 each.
5. What is the use or function of the blood? 10.
6. Name the cavities of the heart. 4 pts., 2½ each.
7. What gas is taken into the blood in the lungs, and for what purpose? 2 pts., 5 each.
8. Give the names of the two great divisions of the brain. 2 pts., 5 each.
9. Name the three humors of the eye. 3 pts., 3½ each.
10. Why should severe exercise not be taken immediately after meals? 10.

- THEORY AND PRACTICE.—1. To what extent may a teacher use a text-book in conducting a recitation in physiology or history? 20.
2. What should be the first lessons in geography? Why? 2 pts., 10 each.
3. What are the advantages of teaching children the phonic analysis of words? Give two. 2 pts., 10 each.
4. What faculties are most fully developed and most active in young children? 2 pts., 10 each.
5. Why should the teacher be free from immoral habits? 20.

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### LIST OF COUNTY SUPERINTENDENTS,

Appointed June 2, 1879.

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- \*Adams county, George W. A. Lucky, Decatur.
- Allen county, Jeremiah Hillegass, Fort Wayne.
- Bartholomew county, John M. Wallace, Columbus.
- \*Benton county, William B. Maddock, Fowler.
- Blackford county, Lewis Willman, Hartford City.
- Boone county, Thomas H. Harrison, Lebanon.
- Brown county, David M. Beck, Beck's Grove.
- Carroll county, Thomas H. Britton, Burlington.
- \*Cass county, Peter A. Berry, Logansport.
- Clarke county, A. C. Goodwin, Charleston.
- Clay county, Preston B. Triplett, Brazil.
- \*Clinton county, William H. Mushlitz, Frankfort.
- Crawford county, John W. C. Springstun, Leavenworth.
- \*Daviess county, David M. Geeting, Washington.
- Dearborn county, Harvey B. Hill, Aurora.
- \*Decatur county, James L. Carr, Adams.
- \*DeKalb county, William H. McIntosh, Auburn.
- Delaware county, A. W. Clancy, Muncie.

- \*Dubois county, George C. Cooper, Jasper.
- Elkhart county, David Moury, Goshen.
- Fayette county, Josiah S. Gamble, Connersville.
- Floyd county, Isaac Miller, Greenville.
- \*Fountain county, Arthur M. Booe, Hillsboro.
- Franklin county, Clement R. Cory, Brookville.
- Fulton county, Enoch Myers, Rochester.
- Gibson county, William T. Stillwell, Fort Branch.
- \*Grant county, George A. Osborn, Marion.
- Greene county, S. W. Axtell, Bloomfield.
- Hamilton county, U. B. McKinsey, Noblesville.
- \*Hancock county, Aaron Pope, Greenfield.
- Harrison county, Daniel F. Lemmon, Corydon.
- Hendricks county, James A. C. Dobson, Brownsburgh.
- Henry county, Timothy Wilson, Spiceland.
- Howard county, John W. Barnes, Kokomo.
- \*Huntington county, M. B. Stults, Huntington.
- \*Jackson county, James B. Hamilton, Brownstown.
- \*Jasper county, David B. Nowles, Rensselaer.
- Jay county, Simeon K. Bell, Portland.
- \*Jefferson county, E. K. Tibbetts, Volga.
- Jennings county, John Carney, Vernon.
- Johnson county, John H. Martin, Franklin.
- \*Knox county, E. B. Milam, Vincennes.
- Kosciusko county, Gideon F. McAlpine, Warsaw.
- Lagrange county, Samuel D. Crane, Lagrange.
- Lake county, W. W. Cheshire, Crown Point.
- Laporte county, W. A. Hosmer, Laporte.
- Lawrence county, Edmund B. Thornton, Bedford.
- Madison county, Robert I. Hamilton, Anderson.
- Marion county, L. P. Harlan, Indianapolis.
- Marshall county, W. E. Bailey, Plymouth.
- \*Martin county, F. M. Westhafer, Dover Hill.
- \*Miami county, Noah W. Trissal, Peru.
- \*Monroe county, John M. McGee, Bloomington.
- Montgomery county, John G. Overton, Crawfordsville.
- \*Morgan county, S. S. Griffith, Martinsville.
- \*Newton county, William H. Hershman, Brook.
- \*Noble county, Nelson Prentiss, Albion.
- Ohio county, John H. Pate, Rising Sun.
- Orange county, James L. Noblitt, Chambersburg.
- Owen county, Robert C. King, Spencer.
- Parke county, Oliver Bulion, Bellmore.
- \*Perry county, Israel L. Whitehead, Rome.
- \*Pike county, L. W. Stewart, Petersburg.
- Porter county, Reason Shunabarger, Valparaiso.

Posey county, James W. French, Mt. Vernon.  
 Pulaski county, R. L. Marshman, Winamac.  
 Putnam county, L. A. Stockwell, Cloverdale.  
 Randolph county, Daniel Lesley, Winchester.  
 \*Ripley county, Thomas Bagot, New Marion.  
 Rush county, J. B. Blount, Arlington.  
 \*Scott county, Jacob Hollenbeck, Lexington.  
 Shelby county, Squire L. Major, Shelbyville.  
 \*Spencer county, Joseph W. Nourse, Rockport.  
 Starke county, O. Musselman, Knox.  
 St. Joseph county, Calvin Moon, South Bend.  
 Steuben county, Cyrus Cline, Angola.  
 Sullivan county, James A. Marlow, Sullivan.  
 \*Switzerland county, Robert S. Northcott, Vevay.  
 Tippecanoe county, William H. Caulkins, Lafayette.  
 \*Tipton county, George C. Wood, Sharpsville.  
 Union county, Lee M. Crist, Liberty.  
 Vanderburgh county, Frank P. Conn, Evansville.  
 \*Vermillion county, H. H. Conley, Clinton.  
 \*Vigo county, Jason H. Allen, Terre Haute.  
 Wabash county, George T. Herrick, Wabash.  
 Warren county, John M. Bowman, Williamsport.  
 Warrick county, I. E. Youngblood, Boonville.  
 \*Washington county, John A. Beck, Salem.  
 Wayne county, John C. Macpherson, Richmond.  
 Wells county, S. S. Roth, Bluffton.  
 White county, George W. Bowman, Monticello.  
 Whitley county, Alexander J. Douglass, Columbia City.

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\* All counties marked with a star made a change in the county superintendent at the last appointment.

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*Union Christian College.*—Our visit to the commencement exercises of Union Christian College was very satisfactory. The exercises were in every way creditable. The trustees announced the financial outlook as encouraging, and the friends of the institution should take hold and help to fill its halls with students. The college is located at Merom, Ind., on one of the most beautiful bluffs of the Wabash, 200 feet above the water level. T. C. Smith is president.

THE contest over the appointment of county superintendents was very hot in many of the counties. There being a tie, the auditor was obliged to cast the determining vote in the following counties: Hendricks, Clinton, Huntington, and Jefferson.

Mr. and Mrs. J. H. Kappes have removed the Indianapolis Female Seminary to 345 North Pennsylvania street. The past year of this new enterprise was a success, the future looks prosperous.

ANSWERS TO QUERIES.—“He was refused admittance.” The grammatical accuracy or inaccuracy of the above sentence is most easily determined by going back to first principles. The ideas embraced in the sentence are, a person or persons by whom a refusal is made, a refusal, an application for permission to enter, and the individual who made the application. These are best illustrated by the sentence, “They refused to permit him to enter.” If *to admit*, a term signifying both, be used instead of *to permit to enter*, the sentence will read thus: “They refused to admit him.”

In this construction a student of grammar will readily perceive that *him* is not the object of *refused*, but of *to admit*. The object of *refused* is the entire abridged proposition “—— to admit him,” of which *they*, the subject of the finite verb, is the subject, *to admit*, the predicate, and *him*, the object. See Harvey's Grammar, p. 164.

If the ideas *to admit* and *him* are in the objective, then any words representing them are in the objective. Substituting *admittance* for *to admit*, the sentence becomes, “They refused him admittance.” In the latter sentence, *him* is the apparent object of *refused*, yet it is not the logical object. *Him* is the object of *to*, the prepositional part of the infinitive, unexpressed, as may be seen in the first of these two sentences. The logical object is *admittance*.

Possibly the following definitions will help the reader to understand the foregoing terms, and the remainder of this article:

*Logical Subject.* That which is the true subject of the proposition.

*Grammatical Subject.* That with which the verb agrees. See Holbrook's Grammar, pp. 157 to 160.

*Logical Object.* That which is the true object of the transitive verb.

*Grammatical Object.* That which becomes the subject in the passive voice.

The subject or object may be so only in appearance. It is then called the Apparent Subject or the Apparent Object.

The apparent subject or object may be the grammatical subject or object.

*Voice.* The grammatical form of the transitive verb with reference to its object.

*Active Voice.* That grammatical form which the transitive verb has when its object is an objective element.

*Passive Voice.* That grammatical form which the transitive verb has when its object is also its subject.

The *object* of a transitive verb is that which completes its meaning.

An *objective element* is only the object of a transitive verb.

Changing the last sentence from the active to the passive, we have, as one arrangement, “He was refused admittance.” According to the foregoing definitions, *admittance* should now be the subject, and, as it is the logical object, it is the logical subject; yet it is not the grammatical subject, for *this is he*, the nom. of *him*. If, through, a seemingly illogical yet more euphonious arrangement, the apparent object becomes the grammatical subject, it does not

destroy the value of the logical object. This remains as it was, and is to be parsed as an objective element just as though the verb were in the active.

No law of language has been violated, hence the sentence must be correct.

QUERIES.—What is the construction of *he* in "He that hath ears to hear, let him hear;" of *for the morrow*, in "Alas for the morrow;" and of *for a faith*, in "O for a faith that will not shrink," etc. What is the predicate in "There is little to hope for in this world."

A. T. G.

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### MODEL LETTER.

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BLOOMINGTON, IND., Wednesday, March 8, 1879.

Prof. BÉLL:—I once saw a leading lawyer, a college graduate, and then, as now, a U. S. Congressman, first write a short letter, in the court house, and then tear off the blank paper saying, half apologetically, "It is useless to envelop and mail all this blank paper," then adding, complimentarily, "I remember the lesson of economy which I received long ago from an honored teacher." And then he enveloped, sealed, and stamped the written half-sheet, or quarter-sheet, and started it on its mission. And thus he saved to himself a trifle (perhaps only half a cent), both in paper and also in time; and to the mail a trifle in useless weight; and also to his correspondent a trifle both of time and of trouble; labeling and fling away a useless bulk of blank paper. But these five trifles put together and then multiplied by 500,000,000 or more of just such letters annually written in the United States, make up an aggregate of vast importance; an aggregate that affects the cost both of paper and of postage, and thus the welfare of every man that writes or reads, or uses paper in any way.

All wastefulness is sin; for Jesus taught, "Gather up the fragments that nothing be lost." And doubly a sinner is he who wastes both the time and the property of others in carrying out a vain and silly waste of his own.

Please see "An Economical Amen," in *The Educational Weekly*, of December 26, p. 332, showing how business men regard this matter of paper-waste in letter writing, and then give us at once a good *Lesson* on economy—and a good *Form* for an ordinary letter.

Yours truly,

M. M. CAMPBELL.

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A NEW DEPARTURE.—Michigan University has created a new chair—that of "The History, Theory, and Art of Education." W. H. Payne, sup't of schools at Adrian, has been elected first Professor. Prof. Payne's ability to fill this high position with credit to himself and to the University, is not doubted by any who know him.

## STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The State County Superintendents' Association met in Indianapolis on Thursday, June 26, with Prof. James H. Smart in the chair. L. P. Harlan, of Marion county, was elected secretary.

The welcoming address was delivered by Horace S. Tarbell, superintendent Indianapolis schools. He discussed the relation of the teacher to the public. He said:

1. There is a necessity of a molding of the public mind to appreciate the advantages of education. 2. This is proven by the constant agitation of the high school question, the abolition of county superintendency, etc. 3. There is a defect in the methods employed, or public sentiment is wrong. 4. I assume public sentiment is wrong. 5. Wherein is it wrong, and how can it be righted?

In answering these questions Prof. Tarbell discussed the duty of the teacher and superintendent, enforcing his remarks with illustration and anecdote, and making a number of valuable points. His remarks commanded close attention.

A committee was appointed to draft and report a constitution at the afternoon session. J. A. C. Dobson, H. B. Hill, J. C. Macpherson constituted this committee.

A. W. Clancey, of Delaware county, then read a paper upon "How can we best commend our work to the public?" He said:

1. The State Superintendent commended his work to the public by his written reports, visits to counties, interpretation of laws, etc. 2. The County Superintendent commended his work to the public by his examinations and licensing of teachers, institutes, visitations of schools, preparing course of study, issuing reports, etc. 3. The regiment of trustees commend their work to the public by selecting suitable school house sites, building good houses, selecting efficient teachers, etc. 4. The 13,000 teachers of the state supplemented this work by breathing into the schools the spirit of investigation, commending the common school to the people of the state by training the children for eternity.

The paper was discussed by sup'ts Cheshire, of Lake county, Harlan, of Marion, Moury, of Elkhart, Macpherson, of Wayne, Britton, of Carroll, and Herrick, of Wabash.

"What is the matter with County Superintendency," was taken up by State Sup't Smart in the afternoon and discussed at length. He said that the enemies of county superintendency charged (1) carelessness in making out bills and too great cost; (2) defective visitations. Prof. Smart met these objections by giving the actual cost of county superintendency, and made a showing which was altogether favorable.

Then the discussion of the "Use and Abuse of County Questions" was taken up, and the following case cited: A man named Mundon, of Scott county, was lately tried and on his own testimony was convicted of stealing

state board questions from the county superintendent of Scott county. The safeguards thrown around the state board questions in the State Superintendent's office are such that it is impossible for the questions to get out from this quarter. The questions, unless guarded with great care, may be purloined from the offices of county superintendents.

J. A. C. Dobson said that his practice was to keep the questions sealed, and open them upon the morning of the examination before the teachers to be examined. Mr. Moury spoke of a county superintendent in an adjoining county who holds an examination on the Monday succeeding the last Saturday, and in that way teachers from his county would go over to the adjoining county prepared on these questions. Mr. Noblitt, of Orange, also spoke on this question. Prof. J. M. Bloss said that owing to the sickness of the county superintendent of Vanderburg county, he was requested to hold the examination, and upon receiving the questions found that the package had been torn open. Prof. E. E. White thought the questions should all be used on the same day, and that a rule should be made by this convention that no county superintendent should open the questions except in the presence of the teachers to be examined. In this way no questions would be broken open in the state before the morning of examination. It was moved and carried that the State Board make a rule by which the county superintendent obligates himself not to open the questions until the morning of the examination.

It was moved and carried that the State Board pass an order requiring all superintendents to comply with the above obligation, and to withhold the questions from all superintendents that will not make such an agreement. (The State Board has made rules in accordance with the above resolution.) •

The following Constitution, reported by the committee, was unanimously adopted:

#### CONSTITUTION OF COUNTY SUPERINTENDENTS' ASSOCIATION.

*Name.*—This organization shall be known as the Indiana County Superintendents' Association.

*Objects.*—The discussion and adoption of plans for the general guidance of the superintendents in their several duties.

*Officers.*—The officers shall be a President, two Vice Presidents, a Secretary, a Treasurer, who shall hold office for one year.

*Executive Committee.*—The officers above named shall constitute an executive committee, and, in this capacity, shall prepare programmes, notify members, and make such other arrangements as may be necessary for the success of the meetings.

*Election.*—These officers shall be elected at the close of the annual meeting, in such manner as the association may direct.

*Meetings.*—The regular annual meeting shall be held in Indianapolis on the fourth Tuesday in June. Other meetings may be called in such manner as the association may direct.

*Membership.*—Each county superintendent may become a member by signing this constitution, and retain his membership by the payment of the annual dues.

*Dues.*—Each member shall pay to the treasurer such dues as the association may fix at each annual meeting.

*Attendance.*—Each member is expected to attend all regular meetings or send a written excuse to the secretary.

*Honorary Members.*—The State Superintendent is honorary president, and the members of the State Board of Education and the editor of the School Journal are honorary members of this association, and such other honorary members may be added as the association may elect.

*Miscellaneous.*—All matters not herein provided for, are referred to the association.

*Obligation.*—Each member obligates himself to carry out the regulations and plans of work adopted by this association, as far as may be practicable, and in accordance with the law.

JAMES A. C. DOBSON,  
H. B. HILL,  
J. C. MACPHERSON.

The following resolution was offered and adopted:

*Resolved,* That all persons holding renewed certificates from an examination made several years ago, should be required to pass the examination before being again licensed.

The following officers were elected for the ensuing year:

*President*—A. C. Goodwin, of Clark county.

*Vice Presidents*—Dr. T. H. Harrison, of Boone; J. A. C. Dobson, of Hendricks.

*Secretary*—L. P. Harlan, of Marion.

*Treasurer*—John W. Barnes, of Howard.

The following counties were represented by their superintendents: Marion, Dearborn, Wayne, Jefferson, Benton, Hancock, Jennings, Morgan, Pike, Elkhart, Carroll, Warrick, Vigo, Montgomery, Kosciusko, Lake, Knox, Washington, Sullivan, Grant, Madison, Blackford, Clarke, Orange, Shelby, Owen, Rush, Tipton, Wabash, Fulton, Jasper, Bartholomew, Hendricks, Fayette, Union, Boone, Greene, Jackson, Clay, Daviess, Clinton, Decatur, Howard, Cass, Henry, Hamilton.

On Friday morning an informal session was held at the State Superintendent's office, in connection with the meeting of the State Board of Education. Addresses were made by different members of the State Board and by a number of county superintendents, all relating more or less to the work of county superintendency. A large number of questions on school law was heard and answered by the State Superintendent. The session was harmonious and profitable, and the utmost good feeling prevailed.

L. P. HARLAN, Secretary.



*A few teachers have not yet paid their subscription for the Journal. Will they not remit at once and save the trouble of sending a postal card?*

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THE NATIONAL EDUCATIONAL ASSOCIATION should be attended by a good delegation of Indiana teachers. The Journal has before urged this attendance. A good representation of our leading educators does much towards fixing the standing of the state in the estimation of representatives from other states. State Superintendent Smart has issued the following circular:

Permit me to call your attention to the forth-coming annual meeting of the National Teachers' Association to be held in Philadelphia. At the meeting of the association in 1877, the representation from Indiana was, with one exception, larger than that from any other state, and we all felt that we had received much benefit from the meeting. The programme for the coming meeting is unusually interesting, and the exercises will undoubtedly be very profitable. Those who are seeking to lead the educational affairs of a great state like Indiana, should certainly not miss the opportunity of being present to counsel with the educational men of other states.

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HONOR TO AMERICAN SCHOOL MISTRESSES.—An exchange says: The young American schoolmistress can now put on airs; she has been the subject of discussion in the British House of Commons. Mr. Mundella referred, in the course of debate, favorably to the female school teachers of the United States, when Mr. Mills indulged in a sneer, and doubted that the custom was one that could be profitably employed in that country. Then up rose Mr. Plunkett, a gallant Irishman, who said he had been to the United States and there studied the subject, and expressed his opinion that "it would be a great benefit to this country if we could import 200 or 300 of those American women teachers." Mr. Maclaren also quoted the Bishop of Manchester, who has declared, from personal experience, that their teaching is generally "much better than that given in the schools of this country."

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AN interesting discussion arose at Garrett Biblical Institute, Evanston, recently, over the question as to whether, in view of its charter and endowments, and the opposition of the general conference to the licensing of women as preachers, this institution could legally or consistently confer its diploma upon Miss Mary A. Phillips, who has completed its course of study and passed the required examinations with honor. It was decided to give the lady a diploma, as it was held that this in nowise affects the question of license to preach, which is determined by other authorities.

State Sup't James H. Smart has not yet regained his usual vigor, and will start July 1, on a vacation trip of about one month. His office will be left in good hands, and all business promptly attended to.

A SUMMER SCHOOL OF PHILOSOPHY.—The "Concord Summer School of Philosophy" will open July 15, and continue five weeks. There are to be five regular professors, who will each give ten lectures in the course. They are, Bronson Alcott, on "Christian Theism;" Prof. W. T. Harris, of St. Louis, on "Speculative Philosophy;" Dr. H. R. Jones, of Jacksonville, Illinois, on "Platonic Philosophy;" Mrs. Edna D. Cheney, of Boston, on "The History and Moral of Art;" and D. A. Wasson, of Bradford, on "Political Philosophy." Besides the regular lectures, it is expected that there will be some special lectures or conversations, and the names of Emerson, F. B. Sanborn, and T. W. Higginson have been named in this connection. The school will be held at the residence of Mr. Alcott, located on "Walden road," about midway between the home of Emerson and the "Wayside," formerly the residence of Hawthorne.

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KENDALVILLE.—Kendalville graduated, this year, nine persons from its high school. It sustains *five* parallel courses of study, embracing Latin, Greek, French, and German. The Journal doubts the wisdom of a place of the size of Kendalville attempting to carry on so many courses.

ANTIOCH COLLEGE.—It always pays to attend the commencement exercises at Antioch college, Yellow Springs, Ohio. Aside from the usual attractions of such occasions, there is the additional one of distinguished men. At the late commencement lectures were delivered by Edward Everett Hale, of Boston, and Robert Collier, of Chicago. Last year, Dr. Bellows, of New York, made the annual address to the literary societies. The college is doing work that its friends are proud of.

LAFAYETTE—Schools closed June 18; high school graduates, 10; average number belonging in high school, 90; average number belonging in all the schools, 1,900; number of teachers employed, 49; lowest salary, \$350, highest, \$1000, average, \$600. Length of school year, 195 days. J. T. Merrill, superintendent.

IN Boone county the trustees balloted 113 times for county superintendent, and finally adjourned without electing. The auditor afterwards called a meeting of the trustees, but only six out of the twelve honored the call. The six elected a man, but the attorney general ruled that the election was not valid, there not being a quorum present. The result is that the present incumbent who was not in the fight, not being a candidate, holds over.

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### NORMALS.

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The Lake county normal will begin an eight-weeks' session at Crown Point July 7. The county superintendent, W. W. Cheshire, will have charge, and will be assisted by R. G. Boone, W. W. Merrill, and Mrs. B. E. Foster.

The Randolph county normal will open July 14, for a term of six weeks. Instructors: E. H. Butler, B. F. Marsh, J. M. Branson, Daniel Leslie.

The Ripley county normal will open at Delaware, July 7, under the charge of a committee of teachers appointed at the last county institute. The chairman is W. M. Vandyke; the principal instructors are O. P. Jenkins, A. B. Thrasher, W. D. Stark, and Thomas Bagot.

The Ligonier normal will begin an eight-weeks' session July 28. D. D. Lake is principal, assisted by J. L. Miller.

The Corydon normal will open for four weeks, July 14. J. P. Funk and D. F. Lemmon will have charge.

A five-weeks' normal will open at Greenfield, July 21. J. O. Wright and W. H. Sims will have charge.

The Delaware county normal will begin July 14, for four weeks. Proprietors, D. H. H. Shewmaker and Levi G. Saffer. They will be assisted by Mr. and Mrs. McRae, county superintendent Clancey, and J. O. Lambert.

A. B. Rowell, of South Bend, will open a normal in New Carlisle, July 7.

The Kokomo normal and review school will open, July 21, for a term of six weeks, under the control of W. H. McClain and county superintendent J. W. Barnes.

A normal will begin at New Harmony, June 25, and continue five or six weeks, to close with the regular county institute, and a public examination. James W. French is superintendent.

The Marengo normal will begin July 21, and continue four weeks. Instructors: J. M. Johnson, principal, Miss Francis Temple. J. W. C. Springstun, county superintendent.

The Blackford county normal will be held in Hartford City, beginning July 14, and continuing six weeks. M. Bosworth, author of Bosworth's Grammar, and county sup't Wilman will have charge.

The Elkhart county normal, A. Blunt, principal, will begin a six-weeks' session July 21, to be held in Goshen.

The Wayne county normal will be held in Centreville, beginning July 16, for a session of 23 days. County superintendent J. C. Macpherson and W. W. White are principals, assisted by C. W. Hodgins and Pleasant Bond.

Sup't W. E. Bailey will open the county normal in Plymouth, July 21, for a term of six weeks, to be followed by the county institute. He will be assisted by Thomas Shakes, a graduate of the Valparaiso normal.

W. J. Carlton, who is to be assisted by Prof. L. H. Jones, and others, in his Indianapolis normal, reports that over *seventy* have already applied for admittance.

W. Ireland, one of the veteran teachers of White county, will open his annual normal in Burnettsville, July 28, for a term of five weeks.

S. G. Hastings and G. W. A. Luckey will hold a normal in Decatur, beginning July 21, and closing with institute week, Sept. 6.

The Westfield normal will open July 21, for five weeks. Instructors: Co. sup't McKinsey, J. Pennington, C. F. Coffin, A. Rosenberger, B. C. Sherrick.

The Shelby county normal, conducted by county superintendent Major and R. S. Page, will open in Shelbyville July 14.

J. H. Neff will open a second normal in Michigantown, July 22, for a term of five weeks. His first term, recently closed, was very successful.

The Lagrange county normal will begin July 14.

The Fayette county normal will begin July 21, for four weeks, to be followed by the institute. Instructors: Prof. C. W. Hodgin, William E. Lucas, Robert McFarland, J. L. Rippetoe, J. S. Gamble.

A normal institute will begin at Sharpsville July 14, under the control of county supt G. C. Wood.

B. M. Blount and J. W. Stout will begin a normal at Tipton, July 14.

The Miami county normal will open, July 21, for a term of five weeks, under the care of N. W. Trissal, county superintendent.

The Grant county normal will begin, for a six-weeks' term, July 14.

The Dearborn county normal will be held at Aurora, beginning July 14. H. B. Hill and Frank H. Tufts will be assisted by W. H. Ferlich and J. M. Bloss.

The Madison county normal will begin at Anderson, July 14, for six weeks. The county superintendent will be assisted by H. B. Boisen, of the State University, and others.

The Morgan county normal will be conducted by S. H. Short and ——— Humke, four weeks, beginning July 14.

J. G. Royer will hold a normal and training school at Monticello, beginning July 28, and continuing five weeks.

The normal school term of the Marengo Academy will begin July 21. J. M. Johnson is principal.

A normal will be held in Brazil, conducted by county superintendent P. B. Triplett, P. S. Baker, J. C. Gregg, and T. N. James, beginning July 7, and continuing six weeks.

There are to be three normals in Sullivan county; one at Sullivan, by C. R. Long; one at Farmersburg, by D. W. Henry; one at Carlisle, by W. H. Cain.

The third term of the Oxford normal, under the supervision of B. F. Johnson, will open July 28, and continue eight weeks.

The Union county normal will begin at Liberty, July 21, for a term of six weeks.

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## PERSONAL.

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J. E. Morton, who has been superintendent of the Brookville schools for the last three years, has engaged to remain a fourth.

Miss E. S. Paddock, a graduate of the Oswego normal school, for two years teacher in the training department of the Indiana State Normal, and for the last three years a teacher in the Illinois State Normal, has just been appointed vice-principal of the Indianapolis Training School, and has accepted the place. She comes highly recommended, and with a valuable experience.

C. S. Ludlum, late principal of the Frankfort high school, has become editor and joint proprietor of the "Frankfort Banner." If he makes as good an editor as he did a teacher, the Banner will prosper.

Prof. John M Coulter has resigned the chair of natural science at Hanover to accept the same chair at Wabash.

W. B. Wilson, superintendent of the Edinburgh schools, formerly superintendent of Owen county and of the Spencer schools, has just been appointed to take charge of the blind asylum at Indianapolis. His success in former positions augurs success in his new field of labor.

Mrs. Nancy A. Stone, of Massillon, Ohio, who was lady principal of the Indianapolis high school, some years ago, was recently married to Major Thos. B. George, of Topeka, Kansas.

R. A. Smith will continue at Fortville next year.

Michael Seiler, superintendent of the Auburn schools for two or three years past, has accepted the superintendency of the Knightstown schools.

L. R. Williams has started on a trip to the "Far West." He will return to Angola next year.

Barnabas C. Hobbs, a former state superintendent and well known to a large number of teachers in this state, has just returned from a two-years' trip to Europe.

J. C. Gregg has been re-elected superintendent of the Brazil schools.

J. L. Rippetoe has again been elected superintendent of the Connersville schools. He seems to be a fixture there.

Harry G. Wilson, late superintendent of Cass county, has entered the agency work for Van Antwerp, Bragg, & Co. Mr. Wilson was an active and efficient superintendent, and will doubtless make a good agent.

E. H. Butler, superintendent of the Winchester schools, began his summer vacation by marrying Miss Clara Richardson. He has seen the end of his troubles.

Prof. D. S. Jordan's appointment to the chair of natural science in the State University has been confirmed by the board of trustees.

Jesse L. Millsbaugh has been elected principal of the Frankfort high school.

S. H. White has resigned his position as principal of the normal school of Peoria, Ill., because of reduction of salary. His entire corps of teachers did likewise for the same reason.

Clarkson Davis, principal of Spiceland Academy, delivered the alumni oration at Earlham this year.

J. M. Gregory, President of the Illinois Agricultural college was recently married to Miss Louisa C. Allen, professor of Domestic science in the same institution.

A. H. Graham, and his entire corps of teachers, with a single exception, have been re-elected. S. T. Richmond takes the vacated place.

J. C. Eagle, late of the Union City schools, has been elected to take the Edinburg schools *vice* W. B. Wilson resigned. M. A. Hester, of Brownstown, takes the high school.

Hon. Geo. W. Hoss, of the State University, some months ago sent in his resignation as Professor of Belleslettres and Oratory. The trustees, at their last meeting, consented to accept it one year hence. Prof. Hoss has been planning for several years past to engage in other work.

W. A. Jones, president of the State Normal, has improved rapidly in health in the last two months, so rapidly that the trustees, at their late meeting, instead of electing his successor, asked him to withdraw his resignation. Whether he will consent to do this or not, is not yet known.

J. M. Wright, of Darlington, a teacher of thirteen years' experience, exchanges the desk for the pulpit.

J. W. Legg has resigned the superintendency of the Marion schools. Judging from the newspaper report, the division of sentiment and feeling in the school board and among the people is likely to result in harm to the schools.

The many friends of Daniel Hough will be glad to learn that he has so far recovered as to be out; but he is not yet able to begin work. He was in Indianapolis a few days ago.

A. W. Munden, a teacher of prominence in Scott county, has been tried for stealing the state board questions from the county superintendent and selling them to teachers in his own and adjoining counties. He was convicted, and his license revoked.

J. G. Royer will continue as principal of the Monticello schools. His past years' work there has been more than satisfactory to the trustees and people.

R. D. Bohannon, who is to succeed D. S. Jordan as professor of natural science in Butler University, is a graduate of the University of Virginia, and is highly recommended.

Wabash college conferred the degree of Ph. D. on Prof. John Collett.

— Lamport will have charge, next year, of the Waterloo schools.

W. T. Giffe, of Indianapolis, has been employed to teach vocal music in the Logansport schools two days each week of the school year. Prof. Giffe is a good musical teacher.

J. L. Houchen, who has been principal of the Brownstown schools for the past three years, has resigned.

## BOOK TABLE.

*McAvoy's Blank-Speller*, for Drill in written spelling and teaching the names and use of Diacritical marks, has just been published by J. M. Olcott, of Indianapolis. Such a book is very desirable if not necessary, and rules for the use of the diacritical marks are certainly convenient and helpful. These marks are too much neglected.

*The North American Review* for July contains the usual number of interesting articles. "The Revolution in Russia," by "A Russian Nihilist," is of special interest at this time.

*St. Nicholas* is the prince of magazines for boys and girls. The importance of good reading for the young can hardly be over-estimated.

*The American Antiquarian* having completed its first year, will be enlarged and removed to Chicago. It is a valuable paper to those interested in antiquities.

*The Drainage and Farm Journal* is the name of a monthly magazine recently started in Indianapolis by Billingsley and Diamond. To teachers who spend a part of the year on the farm, such a paper would furnish profitable reading.

*The American Journal of Microscopy* and Popular Science, published in New York, monthly, at \$1 per year, is full of matter entertaining to any one interested in its line of thought and work. With the exception of a *quarterly*, this is the only paper of the kind published in the country.

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INDIANA  
SCHOOL JOURNAL.

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No. 8.

PROF. TINGLEY'S "NEW MATHEMATICS."

I. THORNTON OSMOND.

**P**R. TINGLEY "entered upon investigations with the object of detecting, if possible, and eliminating some of the acknowledged fallacies of mathematical reasoning." He claims (a) that he has demonstrated, in this pamphlet, that there is no such non-Euclidian space as methematiations discuss; (b) that *n*th powers have geometrical equivalents; (c) that he has discovered and given the law that endows imaginaries with reality; (d) that he has made a clearer distinction between the abstract and the concrete which will remove many difficulties; and (e) that he has eliminated the flaw which hindered the exhaustive solution of all geometrical problems, so that now very many, if not all, may be exhaustively solved. All this in 12 pages, the rest of the pamphlet (40 pages, in all) being introduction and an Appendix on Gravitation.

II. Unfortunately for the confidence with which we might turn to the 12 pages of so much promise, by the time we have read the introduction we have found (1) that Prof. Tingley appears to misapprehend the foundation, or subject-matter, of mathematics; (2) that he appears to misunderstand the force and offices of systems of notation; and (3) that he appears not to be aware that mathematicians have time and again given to their science new and well nigh infinite extensions by the removal of limitations.

1. He regards *definitions* and *principles* as the substance worked upon, the bases, of mathematics. Page 6, he states that there are fallacies "from arithmetic to calculus" and the "celestial mechanics of Newton and LaPlace were, in part, framed on the unsubstantial basis of fallacy," on account of fallacies in the *definitions* and *principles* accepted (he says) as the basis of science, making no objection to so accepting them if they were only correct. Moreover, he speaks of applying the "valuable touchstone" discovered to "the definitions and principles commonly accepted as bases of [mathematical] reasoning. He must so accept them; otherwise, instead of testing or sorting them, he would reject them as bases and set forth and test the true subject-matter of the science.

*Definitions* are not the bases of reasoning, but conceptions. Definitions are often carelessly constructed; but mathematicians work with *concepts*; and therefore the blunders of writers in trying to put into sentential propositions these concepts, do not affect *mathematics, per se*.

The *principles* employed in mathematics, namely, the laws of thought, are not used as *bases*, substance to operate upon, but as laws of procedure.

2. From the declamation, page 12, used to introduce the "Cartesian conventions," also from other portions of the work, the author appears to possess exaggerated ideas of the importance of *notation*, if he does not really consider systems of notation to be part of the essential substance of mathematics.

After each "Cartesian convention" that "a single letter shall represent a single dimension only;" that "any term of the first degree denotes a line," etc.; and that "higher degrees than the third have no geometrical equivalents"—after each of these Prof. Tingley may add "in the science that I (Des Cartes) am founding," without the least alteration of the meaning or force that Des Cartes and well informed mathematicians give to the "conventions."

Des Cartes had some conceptions of great comprehensiveness concerning quantities of magnitude and their relations to each other and to form, methods of expressing these in more easily handled quantities of number, and processes that might be performed on these conceptions (applied to quantities expressed) by the principles of the laws of thought. For brevity, he wanted

a symbolic instead of verbal notation. And as his conceptions and processes had not before been used in mathematics, as he was adding new substance and methods to the science, to that extent he was privileged to select such a notation as pleased him. The "conventions" were the harmless device of a man enlarging the science, not by a set of cabalistic symbols having magic potency, but by new and grand conceptions and powerful processes for operating on or with them, and desiring a convenient notation as a mere vehicle of expression. They only explain how symbols *are* used in operating on quantity under these conceptions and by these processes, without even implying that this system of notation *must* be used, or is in any way essential.

If Prof. Tingley should say to Des Cartes, "I will use the conceptions you have introduced, and your methods, but I want different symbols and a different system of notation," doubtless the latter would offer no objection; and mathematicians would only ask if he could produce any notation more neat and convenient. Or if he should say, "I can select a set of conceptions and define them, then select processes, and finally select and so apply a set of symbols and form a notation such that the same symbols you have used shall not have the significations they have by your conventions, that terms of higher than the third degree shall have geometrical equivalents (as I call them), etc.; and thereby demonstrate that there is no non-Euclidian space, that there are no equal factors, that there are fallacies from arithmetic to calculus and the celestial mechanics of the masters"—should Prof. Tingley say this [summing his *New Math.*], Des Cartes would surely offer no objection more serious than a smile to his distinguished controverter.

3. The author of the *New Math.* seems totally unaware of one of the most remarkable features of the development of mathematical science. He charges, page 12, mathematicians with interposing "screens between themselves and truth," and fearing to look behind these; with drawing unto themselves "boundary lines beyond which they dared not transgress;" with surrounding themselves with solid walls and inscribing thereon "These walls *must not* be scaled; they *cannot* be battered down." There could not be a greater travesty of the history of mathematics from Euclid to the present age.

Note a few of the grand instances wherein they have looked behind "screens," transgressed lines once boundaries, and overpassed walls that once barred their way—"examples of extension from science to science, in mathematic, by the removal of a restriction."

*Screen, line, or wall, number one.* "Multiplication is essentially addition," an abbreviated method of adding to a quantity others its equals. This limitation is fixed in the earliest writers extant, Euclid and the Greek authors. But *fractional* arithmetic was impossible until it was removed or passed, and only had its origin at a later period by the introduction of a new conception extending the process of multiplication far beyond its old limit. For multiplication in *fractions* is *fundamentally* different from the process in integers whence it sprang and derives its name. It is not adding equals, is not adding anything; is the reverse of addition, taking from. The clearing of that barrier by mathematicians added a new science, *fractional* arithmetic, to the earlier mathematics. [It is amusing, after his outcry about walls, to find the author planting himself on this old wall and embodying it in the italicized definition, p. 22, 12, introduced as a starting point to prove subsequently that *n*th powers have geometrical equivalents: and again, p. 27, 5, in the small-capped definition prepared for use in proving there are no equal factors of any quantity.

*Wall, etc., number two.* The requirement of an adequate minuend in subtraction, a wall which circumscribed the earlier science. The introduction of a larger conception, by Diophantus, *minus* quantity and methods of operating on and with it, passing completely beyond this old boundary gave to the body of mathematics a new science, Algebra, which was impossible within the old wall.

*Wall three (historical order is not attempted in the numbering).* "The product must be like the multiplicand." At some time in the past, the conception whose limits were marked by this wall was followed by a new and larger conception that scaled wall three and carried the boundaries outward around an immense province, bringing *square* and *cubic* measure into arithmetic, the first passage from number to magnitude with mathematic processes. [See below,

*Wall four.* "The multiplier is always abstract." This ceased to be a wall circumscribing mathematical science at the same time that wall three was overpassed. See, below.

[Here, again, we find our author, p. 26, using a barrier long since overpassed, from which to erect propositions to prove the impossibility of equal factors and to endow imaginaries with reality. Though there is no other fatal objection to this part of his work (see below) besides its being based on the idea that this law still limits the conceptions and processes of mathematics.]

*Wall five.* "The product of any two factors is the same in any order that may be used,"  $ef=fe$ . It was by passing beyond this wall that Sir W. R. Hamilton, about thirty years since, was enabled to develop his conceptions into the science of Quaternions.

So wall after wall has been scaled and overpassed; and if mathematicians have ever inscribed anything on them it has been, "These are not limits of mathematical science, but of our present conceptions; they *shall be* scaled by grander conceptions, they shall be trampled by continual excursions to the infinite beyond,"

In the advance from one science to another in mathematics, or the extension of a science into a new form, the new retains the technical terms (often) of the old, even when it has become distinct, self-existent apart from the old. To receive from such terms the same signification, to understand them alike throughout mathematics, and to think all things that are true of that denoted by them in one part true of that denoted by them everywhere, are errors not always avoided, but always productive of great confusion.

III. As to the "acknowledged fallacies" of mathematics from "arithmetic to calculus." It is evident the author cannot mean simply fallacious reasoning by one or another on mathematical questions or problems, since the "detecting and eliminating" of these errors scarcely admits of any generalized method, and would be rather a bootless undertaking. The meaning must be that *mathematics, per se*, the very body or substance, contains fallacies, permeating the science, not simply appearing in its application by one or another viciously.

Incompleteness, imperfection, may be acknowledged and

may exist without any fallaciousness acknowledged or existent. Bearing this very simple truth in mind while chrefully reading the long quotations from Buckle, Spottiswoode, and Comte, it will be seen that they do not "acknowledge fallacies," in the sense evidently meant by the author; though the passages appear to be inserted to show such acknowledgement by somebody.

Not being aware of any clear acknowledgements of fallacies in mathematics, in the sense evidently intended by the author, we may venture some suggestions why such fallacies do not exist, or, at most, are well nigh infinitely few. (*a*) Subject-matter. (*b*) Principles. (*c*) Notation. (*d*) Double test.

(*a*) Certain conceptions of number and magnitude are dirctly attested by consciousness. These are the original subject-matter of mathematics; and are necessarily free from fallacy detectable by any criterion we possess. To this original substance are added conceptions concerning quantity (of both kinds) and relations of quantities suggested by experience or reflection and attested, before being so added, by their agreement, according to the laws of thought, with those attested (or given) by consciousness more immediately. So the basis, the substance, of mathematics, seems almost necessarily free from error, the admission and incorporation of a fallacy into the bases of the science being almost inconceivable.

(*b*) The principles which guide all operations upon or with the substance of the science are the necessary laws of thought. It is utterly useless to go a fallacy hunting among these principles; and almost equally so among processes and methods so long and rigorously subjected to examination by them.

(*c*) Notation is of no more value in the inquiry whether there are fallacies in mathematics, than to inquire whether processes conducted by the use of French words are as true as those employing English. We must simply have conceptions of attested truth to start with, then conforming all our operations to the principles of the laws of thought it matters not what language or what notation we employ, we may trust our results; even if they are beyond our present interpretation, we may trust them to express truth.

(*d*) The substance of mathematical science and its methods is tested by consciousness and the laws of thought and so



proved true to us, for us. But more than this, they are again tested in the application of mathematics to the external universe, and finding that the results agree with the principles and predict the facts of the universe. Thus it is proven that the substance of mathematics is true, that our mentality which furnishes this substance (conceptions) is true, and that the laws of thought are true—that is, that these are all absolutely true by coincidence with the supreme standard of truth guiding the thought of the Creator when he wrought creation and established its principles by his own thoughts.

IV. Let us now examine directly (a), (b), (c), (d), (e), of first paragraph of this article.

(a) *No non-Euclidian space.*

Multiplying a line (length) by a line (breadth) gives a surface, and multiplying the surface by a line (thickness) gives a volume, and multiplying the volume by another linear factor gives —. The blank is to be filled by what has now no better name than non-Euclidian space, or space of four dimensions. Why must we stop so abruptly for want of the next analogous term in the series of conceptions? Is it really nonexistent, or only non-conceived?

Prof. Tingley says he has demonstrated, in the *New Math.*, that it does not exist. Evidently 12, p. 22; 5, of sec. 4, p. 23; and 8, p. 24; with the propositions, pp. 31 and 2, based on them (and perhaps his treatment of imaginaries) are supposed to constitute this demonstration. For *imaginaries* see, below, (c).

Twelve, five, and eight, as above. define that “both the positive and negative values [of a line] consist in length only, and can be increased in length only; and since multiplication is essentially addition, to multiply a line by a number is to ascertain (estimate) the length produced by taking the line (adding it) as many times as there are units in the number;” “Multiplication of a surface by a number is taking that surface as many times as there are units in the number;” and “multiplying a solid by any number is taking that solid as many times as there are units in the number.” The propositions based on these will receive attention under (b) below.

It would appear that the author is unaware the term multiplication is the sign of several entirely distinct operations applied to fundamentally different conceptions in mathematics; and by

fixing his attention on the arithmetical operation only, and supposing all that is called *multiplication* to have the same laws and limitations as this operation (laws and limitations only applicable when *matter* is the *matter to work with* and not simply a *representative* of the matter) he is led into the error of excluding the subjects at issue and inserting others about which there is no question.

The one term, multiplication, in mathematics, now comprehends four entirely distinct operations; two *arithmetical*, operating *not matter on anything*; two *geometric*, operating *with magnitude or magnitude*. The magnitudes may be expressed, by aid of some unit, in numbers; but numbers so used are *representatives* only, not the real matter worked with.

1. *Multiplication by a number*, which is taking *anything* as many times as there are units in the multiplier—essentially addition.

2. *Multiplication by a fraction*, which is the exact reverse of the former, subtraction instead of addition, taking from a thing instead of adding equals.

3. *Multiplication by a line*, which (so far as yet practicable) is moving another line or a surface through parallel positions along the multiplier. "Multiplying length by breadth" is to perform on a line an operation which develops a surface; multiplying this by "thickness," performing an operation on it that generates a volume. Now why can we not perform another analagous operation (multiplication in *this sense*) and get another kind of magnitude as another member of the series? This is the real question. The author simply assures us that we can take any *number* of times the volume that we choose. We knew that already, that multiplication by a (pure) number gives a product like the multiplicand, and may be repeated *ad infinitum*. It is multiplication by a *magnitude* (or by its representative number as an arbitrary expression of it) that we are concerned with. So we learn nothing from him, and cannot expect any demonstration until he comes to discuss, if ever, the real question. Multiplying by a magnitude is altogether a different thing from multiplying by a number; but the latter is all he does or mentions.

4. *Multiplication by a vector*, angular movement of a line at one of its ends, used in Quaternions.

It was when the first was the only signification of multiplication that the principles, "product always like the multiplicand" and "multiplier always abstract," had their origin. And they are still considered true in the two arithmetic multiplications, 1st and 2d. But they are entirely untrue for the two geometric multiplications, 3d and 4th. Now as they underlie Prof. Tingley's fundamental definitions, and as they are untrue in geometric multiplication in which we only are confronted (as regards multiplication) with the seeming demand for four-dimensional space, it will be seen how completely he fails to demonstrate that there is no non-Euclidian space. He adopted two laws (limited in their application), and framed his definitions, and by the limitations of these entirely excluded the very subject out of which the question arises on which he claims to have given a demonstration.

(b) *Geometrical equivalents of nth (higher than 3d) powers.*

Numbers have but one kind of powers, *number* powers (from multiplication by a number); of which there are but two varieties corresponding to the two kinds of multiplication arithmetic, addition and subtraction: (a) 1st and 2d.

But *magnitudes* have two kinds of powers, *number* powers (from multiplication by a number) and *magnitude* powers (from multiplication by a magnitude: *a*, 3d and 4th), with varieties of each.

*Number* powers of magnitudes only increase or diminish the particular magnitude, but never change to another kind of magnitude. Of course such powers, of any degree, have "geometrical equivalents," according to the author's use of the words. It was needless to demonstrate what all know and none deny.

*Space*, or *magnitude*, powers of magnitude do not increase nor diminish the particular magnitude, but change to another kind of magnitude. It is these *spatial* powers of which mathematicians say "powers of higher degree than the third have no geometrical equivalents," and are beginning to add "yet known to use," and to prepare for passing this "wall," if possible. But of these powers there is no more hint in the *New Math.* than if the author was unaware of their existence and of the fundamentally different conceptions which give rise to them.

(c) *Imaginaries*, equal roots of negative quantities.

Quantities may be equal (1) *numerically*, as to number of units; (2) in *kind of value*, that is in the nature of the effect their character will produce when they are used as operators or operated upon; and (3) as to *kind of units*, abstract or concrete.

The question whether the factors of a quantity are *equal* is understood to be in regard to (1) their *number* of units, and (2) their *kind of value*, as related to zero (*initial of value*), or as given by their effect in operations; i. e., whether they are + or —. So far, in the various processes, methods, and applications of the sciences composing mathematics, it has not been found important to consider whether the roots are abstract or concrete, one or both, since this does not affect any results as to either the *number* of its units or its *kind of value* as affecting operations; and, moreover, since no operation or process changes abstract to concrete, or the reverse, there is never any question as to the factors in this respect in any result, or in interpreting any result of mathematical work.

By dropping entirely the requirement of equality in the second and really important element, that of *kind of value*; and by introducing the new and unimportant element of equality as to *abstract* or *concrete* into consideration, Prof. Tingley very dexterously leaves the difficulties concerning imaginaries untouched. By this change of matter, retaining meanwhile the symbol of that he has discarded, he makes his demonstration that there are no equal factors of any quantity; and gets the usual symbols to be the signs of quantities that are certainly not “imaginaries” in the signification that term bears in mathematics. He may even call them “endowed with reality”—are they with *utility*? If mathematicians never had occasion to know or seek, either for use or for interpretation, for the factors of a quantity which will equally affect *value* (*numerically* and in *kind*) in combination and operation, then Dr. Tingley’s new ideas of roots, and new signification of the symbol might do very well.

(d) *The clearer distinction between abstract and concrete* seems to have been attempted to aid in clearing up the difficulties about equal factors and imaginaries, as it is put to no other use apparently. How successful he was in his treatment of these we have just seen.

The clearer distinction is certainly hard to find in the *New Math*. The author gives a *Demonstration* that the "universal unit, any one thing, material or spiritual, real or imaginary," is concrete, p. 25. And on p. 26 he says, "strictly speaking, all numbers are abstract." This is not strikingly clear. But again, if the "universal unit is any one thing," etc., unit of *times taken* must be one of these universal units, since it is *one thing*, spiritual (mental). If *unit of times taken*—there must be *unit*, else no *number of times taken*—is a universal unit, it must be concrete, by the author's *Demonstration* that "the universal unit—not *some* of them—is concrete. If the *unit of times taken* is concrete, then *number of times taken* is concrete. Yet the author uses it as abstract in order to make his small-cap Definition and italicized Propositions wherewith to destroy equal factors and endow imaginaries with reality, in his way.

(e) As *a, b, c, d*, are all the "flaws" treated by the author in this brochure, it seems that the flaw which hindered exhaustive geometrical solutions, and which he says he has removed, must be included among these subjects.

V. If *definitions* were the bases, the real matter or substance, of mathematics, it would be easy for any one to make or select a limited stock that should avoid any particular difficulty, or any subject that would lead to any dilemma, or bear us even to the confines of the already known—in all that might be built on such bases. It would only be necessary to exclude sufficient from them, make them include very little and that very simple. But leaving it out of definitions chosen as bases, does not destroy a conception; it remains as part of the products of human minds, and if it be of suitable nature, mathematicians must use it.

4320 OSAGE AVENUE, PHILADELPHIA, PA.

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GERRIT SMITH was in college when quite young. He had been concerned in some mischief, and the faculty tracked him to his room. Smith hid under the bed. They entered; no Smith in sight. One of them raised the valance, and there he was. "Smith, come out here. What are you doing there?" Smith answered in his hoarse, double-bass voice, "Meditating."

FALSE AIMS IN EDUCATION.

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It is safe, at least, to make the proposition that public schools are a curse to all the youth whom they unfit for their proper place in the world. It is the favorite theory of teachers that every man can make himself anything that he really chooses to make. They resort to this theory to rouse the ambition of their more sluggish pupils, and thus get more study out of them. I have known entire schools instructed to aim at the highest places in society, and the most exalted offices of life. I have known enthusiastic old fools who made it their principal business to go from school to school and talk such stuff to the pupils as would tend to unfit every one of humble circumstances and slender possibilities for the life that lay before them. The fact is persistently ignored in many of these schools, established emphatically for the education of the people, that the majority of the places in this world are subordinate and low places. Every boy and girl is taught to be "something" in the world, which would be very well if being "something" were being what God intended they should be; but when being "something" involves the transformation of what God intended should be a respectable shoemaker into a very indifferent and a very slow minister of the gospel, the harmful and even the ridiculous character of the instruction becomes apparent. If we go into a school exhibition, our ears are deafened by declamations addressed to ambition. The boys have sought out from literature every stirring appeal to effort, and every extravagant promise of reward. The compositions of the girls are of the same general tone. We hear of "infinite yearning" from the lips of girls who do not know enough to make a pudding, and of being polished "after the similitude of a palace" from those who do not comprehend the commonest duties of life.

Now, I believe that a school, in order to be a good one, should be one that will fit men and women, in the best way, for the humble positions that the great mass of them must necessarily occupy in life. It is not necessary that boys and girls be taught any less than they are taught now. They should receive more practical knowledge than they do now, without a doubt, and less of that which is simply ornamental; but they cannot know too much. I do not care how much knowledge a man

may have acquired in school, that school has been a curse to him if its influence has been to make him unhappy in his place, and to fill him with futile ambitions.

There must be something radically wrong in our educational system when youths are generally unfitted for the station which they are to occupy, or are forced into professions for which they have no natural fitness. The truth is, that the stuff talked to boys and girls alike, about "aiming high," and the assurance given them indiscriminately that they can be anything that they choose to become, are essential nuisances. Our children all go to public schools; they are all taught these things; they all go out into the world with high notions, and find it impossible to content themselves with their lot. They hoped to realize in life that which had been promised them in school; but all their dreams have faded, and left them disappointed and unhappy. They envy those whom they have been taught to consider above them, and learn to count their own lives a failure. What we greatly need in this country is the inculcation of soberer views of life. Boys and girls are bred to discontent. Everybody is after a high place, and nearly everybody fails to get one; and, failing, loses heart, temper, and content. The multitude dress beyond their means and live beyond their necessities, to keep up a show of being what they are not. Humble employments are held in contempt, and humble powers are everywhere making high employment contemptible. Our children need to be educated to fill, in Christian humility the subordinate offices of life which they must fill, and taught to respect humble callings, and to beautify and glorify them by lives of contented and of glad industry.

When our public schools accomplish an end so desirable as this, they will fulfill their mission—and they will not before. I seriously doubt whether one school in a hundred, public or private, comprehends its duty in this particular. They fail to inculcate the idea that the majority of the offices of life are humble; that the powers of the majority of the youth which they contain have relation to these offices; that no man is respectable when he is out of his place; and that half of the unhappiness of the world grows out of the fact that, from distorted views of life, men are in places where they do not belong. Let us have this altogether reformed.—*J. G. Holland.*

## WILDWOOD FLOWERS.—III.

(1)

LEE O. HARRIS.

THERE were two mistakes in my last article, which I wish to correct. In the description of the Adder's Tongue the generic name should be *Erythronium*. This, by some oversight of either myself or the compositor, was omitted, and only the specific name, *Americanum*, given.

In the description of "Dutchman's Britches," instead of *Di-centra Concularia*, it should be *D. Cucularia*.

Some writer has defined a weed as "A plant of which we have not yet learned the use." The most troublesome weeds, those most annoying to the agriculturist, are simply plants out of place. Nature abhors a vacuum, and when the farmer, after removing this original covering of the soil, leaves a spot untilled, she at once fills the spot with something he does not desire, and he calls it a weed. So it is to him, for he can put it to no use, and must destroy it or it will encroach upon his crops; but to the student of botany it is as interesting as tasselled corn or bearded wheat. So some plants described in these articles may be weeds to many, yet they are none the less beautiful or the less worthy of study, because the heedless trample them beneath their feet, or the self-confident pass them scornfully by.

Solomon's Seal. *Convallaria*—Wood. *Polygonatum*—Gray.  
Nat. Ord. Liliaceæ.

There are two varieties of this handsome plant in our Indiana woods, viz: *P. biflorum*, or smaller Solomon's Seal, and *P. giganteum*, or great Solomon's Seal. Their difference consists principally in their size and the number of leaves and flowers borne on each. The former grows in high localities, in shady woods, and is rarely over two feet high; while the latter is found in rich, alluvial grounds, and sometimes attains a height of five or six feet.

The stem of the Solomon's Seal is round, smooth, and usually curved gracefully to one side. The leaves are long, somewhat oval, parallel veined or blade-like, and resemble those of *Cucularia Grandiflora*, described in No. 2 of these articles, except that they are not perfoliate, although sometimes clasping at the



base. The flowers are greenish-white, cylindrical, 6-lobed or 6-toothed and spring from the axils of the leaves, hanging pendulous on the underside of the stem, like little bells. The ovules ripen into black or dark-blue berries. But the distinguishing characteristic of this plant, and that from which it takes the name of Solomon's Seal, is to be found in the root. Each preceding year's growth sends up a single stalk which, when it decays and drops off, leaves a round scar, or seal-like impression, so that a root of several years' growth will be covered with these scars, giving it a very peculiar and interesting appearance. The *Polygonatum*, as well as the *Uvularia*, makes a fine ornamental plant for the lawn or flower garden, when grown in rich soil in the shade.

Catchfly. *Silene*. Nat. Ord. Caryophyllaceæ.

This showy and beautiful species of the pink family is found in bloom nearly all summer. It derives both its common and botanical names from a sticky exudation on the stems and calyx. There are several species in Indiana, but the most common in the woods of this locality is *S. Virgica*, sometimes called Fire Pink, from the bright crimson-red corolla. It usually grows in open, upland woods, and is a most conspicuous and beautiful flower. The stem is from one to two feet high, the leaves at the ground are separate, but on the stalk are usually lanceolate, opposite, and few in number. The flowers are not numerous, borne on slender petioles, branching from the stem. The calyx is large, clavate (club-shaped), ribbed, 5-toothed, at the top. Petals five, with claws, bifid (two-cleft), broad, and crowned at the orifice. Capsules large, many seeded. Stamens ten, pistils three. The distinguishing characteristic of the plant is the sticky pubescence of its calyx, from which it derives its name. Other species of the same plant are also found in this vicinity, viz: *S. Stellata*, which has a white bloom and is not sticky. *S. Armeria*, or Sweet William catchfly, originally from Europe, but escaped to the woods from the gardens. It has bright pink petals, notched. One variety is white. *S. Anterrhina*, or Sleepy Catchfly, has small rose colored flowers, opening only in the sunshine. Hence its name. It grows principally in sandy or gravelly soil, and is common among the cereals.

Bladder-nut. *Staphylea trifolia*. Nat. Ord. Celastraceæ.

This is an interesting shrub found in low, rich woods. It

grows from 6 to 10 feet high, and has greenish striped branches. Its leaves are ovate, pointed, and borne in threes. It blooms in May, in long raceme-like clusters of white flowers. But its most remarkable feature, and that from which it derives its most common name, is the large, inflated, bladder-like capsules which it bears later in the season—July and August. These are three-sided—sometimes, but rarely, four—three-parted at the lower end, three-celled, and containing several small, hard-shelled polished nuts or seeds.

*To be continued.*

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## LAUGHTER.

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We would rather be poor and merry, than inherit the wealth of the Indies with a discontented spirit. A merry heart, a cheerful spirit, from which laughter wells up naturally as bubbles in the springs of Saratoga, are worth all the money bags, stock, and mortgages in the city. The man who laughs is a doctor with a diploma, indorsed by the school of nature; his face does more good in a sick room than a pound of powders or a gallon of bitter draughts. If things go right, he laughs because he is pleased; if they go wrong, he laughs because it is cheaper and better than crying. People are always glad to see him, their hands instinctively go half way out to meet his grasp, while they turn involuntarily from the clammy touch of the dyspeptic who speaks on the groaning key. He laughs you out of your faults while you never dream of being offended with him. It seems as if sunshine came into the room with him, and you never know what a pleasant world you are living in until he points out the sunny streaks on its pathway. Who can help loving the whole-souled, genial laughter? Not the buffoon, nor the man who classes noise with mirth—but the cheery, contented man of sense and mind! A good-humored laugh is the key to all breasts. The truth is, that people like to be laughed at in a genial sort of a way. If you are making yourself ridiculous, you want to be told of it in a pleasant manner, not sneered at. And it is astonishing how frankly the laughing population can talk without treading on the sensitive toes of their neigh-

bers. Why do people put on long faces, when it is so much easier and more comfortable to laugh? Tears come to us unsought and unbidden. The wisest art in life is to cultivate smiles, and to find the smiles where others shrink away for fear of thorns.

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“WHERE DO THE FLIES COME FROM?”

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A. W. BRAYTON, M. D.

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THE flies have come, and I am requested to answer the question, “Where do they come from?” From eggs. But not as a bird or turtle leaves its limy home with the form of its parents. In August and September the house-flies swarm about horse barns. If the female is closely observed, she may be found depositing about one hundred and twenty minute, smooth, cylindrical, and slightly curved eggs. The maternal duties ended, the female, relieved and satisfied we may hope, retires to the house usually in time for the tea table, where she alternates between the sugar bowl and bald pate of the proprietor.

The eggs now deserted begin alone the struggle for existence, or, more properly, the struggle for means of subsistence, a very easy matter in this case, as the eggs are buried in the ordure of the barn, which is at once their food and the nursery where the two remaining periods of their wingless life are passed. One stage is already over with; from a minute speck of protoplasmic matter has come the perfect egg. Within its opaque shell and translucent yolk is a clear, central cell,—the germinal vesicle of the embryologist, the essential part of every egg.

Stimulated by the genial warmth of the sun and decomposing matter, this central cell increases in size and substance, divides in two, these into four, then eight, sixteen, and so on, until by this process of symmetrical segmentation the yolk is divided into hundreds of minute cells.

Of this gossamer fabric, the second stage of the fly, the larval form, is made. Noiselessly as the flower grows, systematically as the molecules of a crystal fall to their places, these little units of the organism come to their destined places, forming

an elongated band on the surface of the yolk. This band is the "primitive trace," the first stage of the embryo fly.

It lies stretched over the egg-yolk on what is to be its back, the ventral surface looking outward. Both ends of the body are alike; the embryo is bent on itself backward. The rings of the body, which mark its articulate structure, soon appear as folds in the smooth skin; the head is known only by its larger size, and the entire yolk is gradually drawn into the body through the back, and is transformed into muscles, nerves, and nutritive organs. The mouth parts take shape and in place of the almost homogeneous egg we see a tiny, footless, fleshy cylindrical, and worm-like creamy white maggot, and the fly has entered its second or larval stage. It now eats ravenously, and in from five to seven days is full grown, has shed its skin twice, and is about one-fourth of an inch long.

But this humble larval life is not the ideal of the aspiring maggot. It wants to fly, to sing as flies do, to eat sugar and suck blood; in a word, it is not content with its environment.


Indeed, the name *larva*, a *mark*, was applied to this stage of insect growth because it was thought to mask the form of the perfect insect. The larva becomes fully grown in from five to seven days, having moulted twice. It now becomes a pupa; this usually occurs in a night, by the dissolving in part of the thick larval skin; the black, horny jaws fall off, the wings, legs, and feelers commence to form, and may be seen through the skin. The pupa is cylindrical and rounded at both ends. It is apparently quiescent and death-like. Rapid changes take place within, and the form of the fly, the imago, soon emerges and the adult stage is reached in a few days. Adult insects are common through the warm months of the year; most perish, but some hibernate through the winter and lay eggs the following spring. The immobile state of the pupa is doubtless the most remarkable phenomenon of insect development.

But what is development? or, more properly, what is the relation of these notable changes to those most animals undergo in attaining the adult state? This question will be answered in another number.

INDIANAPOLIS HIGH SCHOOL, July 14, '79,

(*To be continued.*)

“WHAT SHALL WE TEACH THE CHILDREN IN  
THE SCHOOLS?”

  
GEO. P. BROWN.

**A**N ancient authority, often quoted, says, “Teach the boy what he will practice when he becomes a man.” This is interpreted by many to mean that if the boy is to be a farmer he shall be taught farming; if the girl is to be a dressmaker she be taught dressmaking, and the like. This, however, was not what the ancient philosopher meant.

There are others who affirm that the chief purpose of all school work is mental discipline. That it makes little difference what studies are employed to accomplish the object, if the object is accomplished of making the boy acquainted with himself and master of his own powers. So an ideal course of mental gymnastics is prescribed, and the child is put into training much on the same principle as the prize fighter is trained. The prize fighter exercises and develops his muscles by striking bags of sand. His trainer never asks whether the force thus expended might not be put to some useful purpose, and the same results be secured. It is a reckless expenditure of force to secure power. The school trainer does something not unlike this. He knows that Latin and Greek, for instance, have served, heretofore, a useful purpose as sand bags for developing the mental powers, and he never stops to consider whether there are not other studies that would do all this and at the same time give to the pupil a store of useful knowledge. Why should Greek and Latin be taught and the English neglected, unless it is very clear that the former are greatly superior to the latter as power developing studies? If they are superior, how and why? Most of the arguments that prove the value of the classics apply with equal force to a close and critical study of the English.

While it would be the greatest folly to transform our schools into workshops, it is not the part of wisdom to hold too tenaciously to a curriculum of study adapted for another time than now, and ignore the relations of our literature and of the sciences and the arts to our present civilization.

What shall the child study? We answer in the words of the ancient sage: "What he expects to practice when he becomes a man." By this is meant not the details of any particular vocation, for the vocation is an accident. In this country it is impossible to tell the particular business which any boy will pursue when he becomes a man. This is a thing he must and will determine for himself. Any system of education that would mould this boy into a tailor, that one into a farmer, or another into a mechanic, must result in failure.

But there is another reason why the ancient sage did not mean to have this interpretation put upon his answer.

Suppose your boy is educated for a shoemaker and by accident he loses one of his hands, of what value would his education be to him? Shall we accuse the sage of recommending an education the value of which shall depend upon immunity from such accidents?

Did he not intend to say rather that each boy and girl should be taught what all men and women should practice? Any other interpretation would not be in keeping with the spirit of the other teachings of the great philosopher.

Now, whatever the vocation of any person, if pursued intelligently and successfully, it requires that he shall be able to think, to reason, to gather together the facts bearing upon his vocation and its relation to others, and found a correct judgment of the course it is best for him to pursue. The difference between men as we estimate them and as they are, is always, in the last analysis, found to be the difference in their ability to do these things. Thus far we agree with those who maintain that the chief object of school education is the development and training of the powers of the mind. We differ from many of them in this, that they do not recognize the fact that the best development and training can be secured by requiring the pupil to deal with facts and relations that are now present and active in the world, and which have a direct bearing upon what he will be called upon to do. Why should the pupil spend years in the study of the Latin language if at the end of that period he must come out into the world unable to speak or write the English with elegance and precision? Why should Greek roots be taught at the expense of a knowledge of the history of the

human race, and of the thoughts of the race as embodied in our own literature?

But we are told that the Greek and Latin being dead languages, there is a fixedness and certainty about their construction that gives a definiteness to our conclusions in the study of them. Like the mathematics they train to close and logical reasoning. But how does this help us to reason and judge about the affairs of human life that are not fixed and certain?

It is not matters fixed and certain, but probabilities that must determine most of the judgments of men. The child should, therefore, be early trained to reason about things not fixed and not certain, if he shall learn in school "what he must practice when he becomes a man."

It is not our design to attempt to discuss at this this the modification that in our judgment ought to be made in the work done in our schools. Enough has been said to show that we have little sympathy with that small but noisy class of reformers who would transform our schools into work-shops and our pupils into apprentices of the different trades, nor do we believe that work done in our schools now is what it should be. There must be a breaking away from old traditions, and a fuller realization of the fact that a somewhat different preparation for life is required now than was demanded by the civilization of fifty years ago.

A subsequent article will contain a more definite statement of the changes which ought to be made.

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### SATISFIED.

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By D. E. HUNTER.

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WHEN we visit a school, the first thing we are apt to observe is the order. Some teachers seem always to have it. The difference in the schools is the difference in the teachers; and the reason that the order in one is not so good as that in the other is that one teacher is satisfied to have the pupils half as quiet as they should be, and the other is not. The order in school is apt to be about what will satisfy the teacher. The pu-

pils soon discover what that is, and make no effort to have it any better. If, therefore, the teacher wishes a high standard he must place his mark high and not stop till he reaches it. Whenever he reaches that point of quietness in the school with which he is satisfied, he is then, and not till then, ready for recitations and other exercises.

Some teachers wonder why it is that their pupils make so much noise while classes are reciting. There is no mystery about it; it is simply because such conduct is permitted by the teacher. He is satisfied to have it. If he wants better order, let him ask for it; let him demand it; let the whole machinery of school stop until it is obtained. If, when the recitation proceeds, the noise commences again, stop. Put in just as much time *stopping* as may be necessary to secure the order with which you are *satisfied*. Continue in this manner until good order is not only obtained but retained. There may be an apparent loss of time, but it will be more than made up by superior work when good order is once secured.

Studiousness on the part of pupils is certainly desirable, but how often do teachers complain that their pupils do not study. In this, as in other things, the teacher gets about what will satisfy him. If he is satisfied to have half the pupils idle, or one-third of them talking or throwing paper balls, this is the condition of affairs that may be found in his school. The same may be said of the recitation. It is what will satisfy the teacher. No reform will be instituted, no improvement in the school will be inaugurated as long as the teacher is satisfied with what he has. If disorder, poor recitations, inattention, do not *trouble* the teacher, there is but little prospect of reform. An anecdote will illustrate this point and show how much more easily some people are troubled than others.

Two farmers, Jones and Smith, lived in adjoining neighborhoods. Smith had a pair of oxen that were in the habit of breaking down fences and doing other mischief about the farm, and as he did not approve such conduct he drove them to the butcher, and then went over to purchase a pair of Mr. Jones. When he arrived, the dialogue which took place was somewhat like the following:

*Smith*—Good morning, Mr. Jones. I understand you have a pair of oxen to sell.



*Jones*—Yes, I have a yoke I am willing to sell, if you want to buy.

*Smith*—Are they *breachy*?

*Jones*—They never troubled me.

*Smith*—How much do you ask for them?

*Jones*—Seventy-five dollars.

*Smith*—You say they are not breachy?

*Jones*—They never troubled me.

*Smith*—Well, I will take them.

Accordingly, Mr. Smith drove them home and turned them into the pasture with his other stock. The next morning the cows did not come up, and on searching for them Mr. Smith found that his new oxen had laid the fence so low that horses, cattle, sheep, and hogs had left the common pasture and were feasting in the cornfield.

The next time Jones and Smith met *scene second* of the dialogue transpired as follows:

*Smith*—Mr. Jones, did you not tell me that those oxen were not breachy?

*Jones*—Not at all, sir. I said they never troubled me.

*Smith*—Did they never break down your fences?

*Jones*—O, yes, they frequently broke down my fences; sometimes destroyed a few acres of corn or ruined a meadow, but *I never let such things trouble me.*

Is it not just so with some teachers? They have noise and confusion, idleness, poor recitations, but *such things never trouble them.*

Teacher, are you *satisfied* with the present condition of your school?

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## ARITHMETIC—METHODS.

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JOHN M. BLOSS.

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### FRACTIONS—ADDITION AND SUBTRACTION.

Add  $\frac{3}{4}$ ,  $\frac{5}{8}$ ,  $\frac{7}{8}$ , and  $1\frac{5}{8}$ .

1. The L. C. M. should be found as indicated in a previous article.

2. The reduction to *similar fractions* should, at first, be made

by *analysis*; after the principles involved are understood, then shorter methods should be employed.

The following illustrates the work, including analysis, as it should appear on the slate or blackboard,

$$\frac{3}{4} + \frac{5}{6} + \frac{7}{8} + \frac{5}{12} = \frac{18 + 20 + 21 + 10}{24} = \frac{69}{24} = 2\frac{21}{24} = 2\frac{7}{8}$$

$$2 \times 2 \times 3 \times 2 = 24. \quad \text{L. C. M.}$$

$$1. \text{ Since } 1 = \frac{24}{24}$$

$$: \frac{1}{4} = \frac{1}{4} \text{ of } \frac{24}{24} = \frac{6}{24}$$

$$: \frac{3}{4} = \frac{6}{24} \times 3 = \frac{18}{24}$$

$$2. \text{ Since } 1 = \frac{24}{24}$$

$$: \frac{1}{6} = \frac{1}{6} \text{ of } \frac{24}{24} = \frac{4}{24}$$

$$: \frac{5}{6} = \frac{4}{24} \times 5 = \frac{20}{24}$$

$$3. \text{ Since } 1 = \frac{24}{24}$$

$$: \frac{1}{8} = \frac{1}{8} \text{ of } \frac{24}{24} = \frac{3}{24}$$

$$: \frac{7}{8} = \frac{3}{24} \times 7 = \frac{21}{24}$$

$$4. \text{ Since } 1 = \frac{24}{24}$$

$$: \frac{1}{12} = \frac{1}{12} \text{ of } \frac{24}{24} = \frac{2}{24}$$

$$: \frac{5}{12} = \frac{2}{24} \times 5 = \frac{10}{24}$$

From the above analyses the following truths should be deduced:

1. That the result of the analysis in reducing the fractions to similar fractions is the same as multiplying both numerator and denominator by the same number. Thus, reducing  $\frac{3}{4}$  to 24ths by the preceding analysis it gives 18-24ths. This could be obtained by multiplying both terms of the fraction by 6.

$$\text{Thus: } \frac{3 \times 6}{4 \times 6} = \frac{18}{24}$$

2. To determine by what number both terms of the fraction should be multiplied, the L. C. M. should be divided by the denominator of the fraction. This is shown in the first step of the preceding analysis. Thus: Reduce 5-6 to 24ths (L. C.

$$\text{M.) } 24 \div 6 = 4 \quad \frac{5 \times 4}{6 \times 4} = \frac{20}{24}$$

3. The division of the L. C. M. by the denominator of the fraction can, in most cases, be performed mentally, by observing what factors are found in the L. C. M. which are not found in the divisor. The product of these factors which are not common to both is the quotient.

$$\text{Thus: } 2 \times 2 \times 3 \times 2 = 24 \text{ L. C. M.}$$

To divide this by 6, the denominator of the second fraction above, the factors 2 and 2 would be left. Hence the quotient is 4.

4. The arrangement of the fractions after the reduction indicates that numerators only are to be added.

The following method has been used with success in explaining why the numerators only should be added. Thus: 4 apples + 8 apples + 3 apples = 15 apples. Here the names are not added, but the numbers 4, 8 and 3. But  $18 \cdot 24 + 20 \cdot 24 + 21 \cdot 24 = 59 \cdot 24$  may be written 18 twenty-fourths + 20 twenty-fourths + 21 twenty-fourths = 59 twenty-fourths, in which it is evident that "twenty-fourths" is simply the name of the parts, and takes the place of "apples" in the preceding example.

From  $\frac{7}{8}$  take  $\frac{7}{20}$ .

$$\frac{7}{8} - \frac{7}{20} = \frac{35 - 14}{40} = \frac{21}{40}$$

$$2 \times 2 \times 2 \times 5 = 40 \text{ L. C. M.}$$

$$1. \text{ Since } 1 = \frac{40}{40}$$

$$: \frac{1}{8} = \frac{1}{8} \text{ of } \frac{40}{40} = \frac{5}{40}$$

$$: \frac{7}{8} = \frac{5}{40} \times 7 = \frac{35}{40}$$

$$2. \text{ Since } 1 = \frac{40}{40}$$

$$: \frac{1}{20} = \frac{1}{20} \text{ of } \frac{40}{40} = \frac{2}{40}$$

$$: \frac{7}{20} = \frac{2}{40} \times 7 = \frac{14}{40}$$

After the pupil has mastered the reasons for all the steps taken in addition and subtraction, then shorter methods should be introduced, the reasons for which should be deduced from a preceding analysis.

In the following examples the necessary work for the solution is written in full:

$$a \quad \frac{3}{20} + \frac{9}{40} + \frac{7}{45} + \frac{31}{54} + \frac{83}{135} = \frac{162 + 243 + 168 + 620 + 664}{1080} = \frac{1857}{1080}$$

$$= 1 \frac{777}{1080} = 1 \frac{259}{360}$$

$$2 \times 2 \times 5 \times 2 \times 3 \times 3 \times 3 = 1080 \text{ L. C. M.}$$

$$b \quad \frac{17}{28} - \frac{19}{35} = \frac{85 - 76}{140} = \frac{9}{140}$$

$$2 \times 2 \times 7 \times 5 = 140 \text{ L. C. M.}$$

#### DIVISION.

Before giving an analysis of the division of fractions the relations existing between the dividend, divisor, and quotient should be thoroughly understood. Thus:

$$a \quad 8 \div 1 = 8$$

$$b \quad 8 \div 2 = 4$$

$$c \quad 8 \div 4 = 2.$$

#### PRINCIPLES.

1. From  $a$  we observe that 1 is contained in the dividend a number of times equal to the number of units in the dividend. This is true whether the dividend be a whole number or a fraction.

2. From  $b$ , as compared with  $a$ , we observe that as the divisor is increased, the dividend remaining the same, that the quotient is diminished in the same ratio. Thus the divisor 2 is twice as great as the divisor 1, and the quotient is one-half as great as the preceding quotient.

3. From  $b$ , as compared with  $c$ , we observe that as the divisor is diminished the quotient is increased in the same ratio.

Divide  $\frac{7}{8}$  by  $\frac{3}{5}$ .

$$\text{Since } \frac{7}{8} \div 1 = \frac{7}{8} \quad \text{Prin. 1.}$$

$$: \frac{7}{8} \div \frac{1}{5} = \frac{7}{8} \times 5 = \frac{35}{8} \quad \text{Prin. 3.}$$

$$: \frac{7}{8} \div \frac{3}{5} = \frac{1}{3} \text{ of } \frac{35}{8} = \frac{35}{24} \quad \text{Prin. 2.}$$

The answer,  $\frac{35}{24}$ , when factored, gives  $\frac{7}{8} \times \frac{5}{3}$ , which is the same as the dividend multiplied by the divisor inverted; hence the rule.

Divide  $\frac{9}{11}$  by  $\frac{5}{7}$ .

$$\text{Since } \frac{9}{11} \div 1 = \frac{9}{11} \quad \text{Prin. 1.}$$

$$: \frac{9}{11} \div 5 = \frac{1}{5} \text{ of } \frac{9}{11} = \frac{9}{55} \quad \text{Prin. 2.}$$

$$: \frac{9}{11} \div \frac{5}{7} = \frac{9}{55} \times 7 = \frac{63}{55} = 1 \frac{8}{55} \quad \text{Prin. 3.}$$

The following contains all the work necessary in the shortened operation:

$$\frac{9}{11} \div \frac{5}{7} = \frac{9}{11} \times \frac{7}{5} = \frac{63}{55} = 1 \frac{8}{55}$$

Examples of incorrect and careless work:

$$a \quad \frac{3}{4} + \frac{2}{3} \frac{3}{7} = \frac{63}{84} \frac{56}{84} \frac{36}{84} = \frac{155}{84} = 1 \frac{71}{84}$$

$$b \quad \frac{5}{8} - \frac{3}{5} = \frac{25}{30} - \frac{18}{30} = \frac{7}{30}$$

Divide  $\frac{4}{5}$  by  $\frac{7}{8}$ .

$$c \quad \frac{4}{5} \div \frac{7}{8} = \frac{4}{5} \div \frac{8}{7} = \frac{32}{5}$$

Divide  $\frac{3}{5}$  by  $\frac{9}{11}$ .

$$d \quad \frac{9}{11} \div \frac{3}{5} = \frac{9}{11} \times \frac{5}{3} = \frac{45}{33} = \frac{15}{11} = 1 \frac{4}{11}$$

In  $a$  and  $c$  there is carelessness in the use of signs, and the work should be marked zero. In  $d$  the divisor is used as the dividend, hence its value of this work is zero.

In the answers to  $a$  and  $d$ , the value of the fractions were changed in attempting to reduce them to mixed numbers by carelessly writing the whole number above the line with the numerator of the fraction, hence these answers should be marked zero.

EVANSVILLE, July 15.

## OFFICIAL DEPARTMENT.

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J. W. BARNES, Sup't Howard County:

DEAR SIR:—You ask for an opinion upon the following statement of facts:

“The County Commissioners of Howard county asked the Trustees to leave their tuition fund in the treasury for the use of the county. They agreed to pay interest on the said fund until the trustees needed it. When they settled with the trustees in October, they paid them the accrued interest according to agreement. To whom does the interest belong?”

REPLY.—In the case of *Rock vs. Stinger*, 26 Ind., pages 347–8, it is held that the title to school revenues in the hands of a trustee is in the trustee himself. It is inferred from this that a trustee may loan the school revenues in his hands, and that the interest accruing from such loans may be disposed of by the trustee at his pleasure.

But in the case you refer to me, the money had not already been received by the school trustee; hence the title did not rest in him. The money was retained in the county treasury, and the county was responsible for its safety, and hence any interest which the county might obtain on such revenues should be added to the revenues themselves, and not be paid to the trustee for his own use.

This point is clearly made by the Supreme Court in the case of *Jeremiah Hadley vs. The City of Richmond* (May term, 1879—unpublished). In this case, Hadley received \$1,976.23, as interest on orders against the county treasury in favor of the school revenue. The lower court rendered judgment against Hadley for this amount, and the Supreme Court sustained the judgment.

Yours respectfully,

JAS. H. SMART,  
Superintendent of Public Instruction..

## EDITORIAL.

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Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

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WE desire a few MAY numbers of the Journal for 1878. Any one sending this number will have his time extended one month, and greatly oblige the Editor.

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*The Educational Weekly* began Vol. VI, July 10, with a new head, and with a new proprietor. Jeremiah Mahony, who has been editor in-chief for some months past, has resigned his place in the Chicago schools, purchased a *material* interest in the Weekly, and will, in the future, devote his entire time to its "boom." No man in the country writes a more readable article than this self same Jeremiah. May he and *The Weekly* prosper.

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## COUNTY INSTITUTES.

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In the months of August and September most of the counties of the state hold their annual institutes. Most superintendents and teachers prefer to hold the institute before the schools begin. They do not like to have the work of the schools interrupted by a vacation. A few prefer to wait for cooler weather, when the teachers are all at work and know better what they need, and when they can carry the facts and the inspiration of the institute directly back to the school room with them. The Journal inclines to the later date, but agrees that the success of the institute depends less upon the *time* it is held than upon the manner in which it is planned and conducted. The trite saying, "As the teacher, so the school," applies with all its force to the superintendent and to the institute: *As the superintendent, so the institute.* If the superintendent is in fact, as well as in name, the head of the schools of his county, and makes himself felt among the teachers, he can have a good

institute at any time. Just as a strong teacher secures promptness and regularity in attendance and close application to business in school, by means not defined by *rule*, so a strong superintendent, *in some way*, brings out his teachers and keeps them out, and keeps them at work during the week of the institute. The notion that the last two days of an institute are to be the best is a pernicious one. *Monday* is just as important as *Friday*, and should see just as much work accomplished. The institute should open Monday morning at 10 o'clock, with every teacher in his place. The programme and the workers should have been previously arranged. The organization should not consume to exceed five minutes. The superintendent is in charge by virtue of his office. The other officers can be named by him or by the teachers, as he may choose. The enrollment can be made most expeditiously by passing slips of paper to the teachers for names and addresses, and collecting them at a proper time.

Five days is a short time in which to do the work necessary to be done, and if teachers do not feel the importance of being present the first morning and all the time, the superintendent needs to do missionary work. A teacher who, without good excuse, comes straggling in Tuesday or Wednesday, should be ashamed of himself.

Last year the writer was in an institute that was very thinly attended the first part of the week. Wednesday, at about 11 o'clock, A. M. the superintendent came in and said, "We shall have a better attendance this afternoon. I saw about twenty teachers on the street, and they will be up after dinner." What business has a teacher lounging on the streets when the institute is in session? It is not necessary to add that education in that county is at a low ebb.

The superintendent should be exacting of the teachers in regard to the matters named; and then, on the other hand, teachers have a right to demand of the superintendent that he make the institute worth attending. If teachers are required to spend time and money that they may attend an institute, the superintendent is bound to give them the best instruction that his energy and the money at his command will secure.

Those who are to take a part as instructors should be notified beforehand, so that they may have ample time for preparation. A person not accustomed to the work cannot *extemporize* a lesson that will be profitable to teachers now-a-days.

Good institute workers can be found in all the counties now, but a few lecturers and workers from abroad will give variety and add zest. The \$50 drawn from the county by the superintendent should be *all* paid to the instructors. The superintendent gets his regular per diem from another fund. These institutes have been a great power for good to this state, and, if rightly managed, there is no reason why they should not continue to be. They should be varied as the demands and needs of teachers vary.

WHY I DIDN'T SUCCEED.

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The reason I didn't succeed any better in that school is that "is that the worst school in the township to manage." "The bad boys there have driven out two or three teachers."

The reason I was not re-appointed to teach that school this year is that "the trustee is and *old foggy*, and thinks that he must hire a new teacher every year."

"A large majority of the people were in favor of me, but one of the trustees managed to work his niece into the place."

I applied for the superintendency of the — schools and would have succeeded but "the trustees got a fool notion in their heads that they must *import* some one."

Miss —, your class averaged very low in the last examination. "Well, I just can't help it—they are the stupidest set of children I ever had anything to do with."

It seems that you didn't get that place you thought you were going to. "Mr. — had been prejudiced against me, and he runs the board."

I didn't know that you thought of leaving there. "Yes, my health has not been very good, and I thought I would *resign*."

Did you ever hear anything like the above? Did you ever hear anything else from a teacher who had failed to secure or retain a desired place?

Teachers are not radically different from other people in this regard. We are all inclined to shift the responsibility of our failures to other shoulders. It would be much better for ourselves were it otherwise. The fact is, that most of our ill success is owing to our own inherent weaknesses. The excuses given above, for the most part, exist simply in the mind of the speaker. When a teacher fails to maintain order, to retain the respect of his pupils, to secure the co-operation of parents, to retain a position in school, or to secure one where well known, the *probability* is that the fault is in the teacher rather than in the appointing power, and the wise thing to do is, not to abuse the trustees, but to begin a process of self-inspection—with a view to self-improvement.

It is true that trustees make mistakes and are sometimes selfish, but it is entirely safe to conclude that the causes of a great majority of teachers' failures lie with themselves. "Look within and not without."

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THE Chicago Normal School has been abolished on the score of economy. Spigot-economy, of course. These economical (?) trustees are going to save money for the people by abolishing the school that prepares the high school graduates for the special work of teaching, and putting into the schools as teachers girls without any special preparation for their work. Fools, fools, fools—short-sighted fools. When will people learn that *teaching* must be *learned*, as other professions are learned, and that a poor teacher is a *dear* teacher at any price or no price.



## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JUNE, 1879.

#### WRITING—*Specimen of Penmanship.*

Write any verse of poetry or proverbial saying that you may remember, as a specimen of your hand writing. 50.

1. Write what you understand to be the principles of the Capital letters. Make each one three times. 10.

2. What is meant by "analysis" in penmanship, and what is its object? 10.

3. What is meant by "spacing" in penmanship? What is a space in height and a space in width? 2 pts., 5 each.

4. Write all the small letters, observing, as nearly as you can, the proper slant, length, and spacing of each. 10.

5. Make all the Capitals in which all the *Capital Stem* appears. 10.

#### ORTHOGRAPHY.

1. (a) What is a silent letter? (b) Give two examples. a=5; b=5.

2. What is accent? 10.

3. (a) What sounds has *ch*? (b) Give words illustrating the different sounds. a=5; b=5

4. What sounds compose the word *laugh*, when spoken? 10.

5. Write the words *receipt* and *eighteen* phonically, indicating the vowel sounds by the proper marks. 2 pts., 5 each.

Spell ten words pronounced by the superintendent. 5 for each word.

#### READING.

"The Stag at Eve had drunk his fill,  
When danced the moon on Monan's rill,  
And deep his midnight lair had made  
In lone Glenastney's hazel shade;  
But, when the sun his beacon red  
Had kindled on Benvoislich's head,  
The deep mouthed blood-hound's heavy bay  
Resounded up the rocky way,  
And faint, from further distance borne,  
Were heard the clanging hoof and horn."

1. Define lair, beacon, deep mouthed, bay, clanging. 5 pts., 2 each.
  2. Judging from the above description, in what country do you think the scene is laid? Why? 2 pts., 5 each.
  3. What does the above extract lead you to think the author intends to describe in the succeeding lines? 10.
  4. Write synonyms for: his fill, midnight lair, Benvoirlich's head, heavy bay, clanging hoof and horn. 5 pts., 2 each.
  5. Rewrite the passage in prose, as briefly as you can. 10.
- Let the candidate read a passage, upon which he shall be marked, according to the superintendent's judgment, from 1 to 50.

## ARITHMETIC.

1. Find the G. C. D. of 620, 1,116, and 1,488. Ans. 10.
2. A man owning  $\frac{5}{8}$  of a cotton mill, sold  $\frac{2}{3}$  of his share for \$4,560 5-6. What was the mill worth? Proc. 5; ans. 5.
3. Multiply .57 by .7.  
Prove by common fractions that you have pointed off the answer correctly. Proof 9, ans. 1.
4. Reduce 3 lb. 10 oz. 16 pwt. to pwt. By analysis. Anal. 8; ans. 2.
5. At \$4.20 per cord, what is the value of a pile of wood which is 30 feet long, 8 feet wide, and 6 feet 6 inches high? Proc. 5; ans. 5.
6. A has 3 per cent more money than B; what per cent less is B's money than A's? Proc. 5; ans. 5.
7. What principal at simple interest at 6 per cent per annum, in 1 year, 2 months, 24 days, will amount to \$850? Proc. 5; ans. 5.
8. For what sum must a note due in 6 months be given in bank at 6 per cent per annum, in order to receive \$640? Proc. 5; ans. 5.
9. What is the cost of 36 yards of cloth,  $1\frac{1}{2}$  yd. wide, if  $2\frac{1}{2}$  yd., 1 2-5 yd. wide, cost \$3? By proportion, statement. Statement 4; proc. 3; ans. 3.
10. The side of a rectangular field is 108 rods, and the diagonal is 117 rods. What is the width? Proc. 5; ans. 5.

GRAMMAR.—1. Write a sentence which shall contain a limiting adjective used attributively, and a qualifying adjective used predicatively.

2. Name one noun (a) plural in form and singular in use, one (b) having two plurals differing in signification, (c) one having the same form in both numbers. 2 pts., 5 each.  
a=3; b=4; c=3.
3. Decline (a) *who can*, and *use* (b) each case in a sentence. a=4; b=3 pts each.
4. How is the passive voice of a verb formed? 10.
5. What are propositions? Name *five*. 2 pts., 5 each.
6. Conjugate the verb *love* in the past tense, potential mood, passive voice. 10.
7. We thought it tiresome to walk a mile to school. Parse *tiresome* and *to walk*. 2 pts., 5 each.
8. Parse *mile* and *to*. 2 pts., 5 each.

9. Analyze the above sentence. 10.
10. Correct, *It could not have been her*, and give the reason for the change. 2 pts., 5 each.

GEOGRAPHY.—1. Name the five principal circles that surround the Earth from East to West. 5 pts., 2 each.

2. How is geography divided? 3 pts., 4 off for each error.
3. What is the relation of the great plateaus to the great mountain ranges? 10.
4. Upon what five conditions does climate depend? 5 pts., 2 each.
5. Name five important towns you would pass in sailing down the Merri-mack river. 1 5 pts., 2 each.
6. What is the peculiarity of the northern boundary of Delaware? 10.
7. Name the five great rivers of the German Empire. 5 pts., 2 each.
8. Name the capitals of the following countries: France, Switzerland, Austria, Germany, Spain. 5 pts., 2 each.
9. What nation owns the largest possessions in North America? What, in Europe? 2 pts., 5 each.
20. Name the three great peninsulas of Asia. 3 pts., 4 off for each error.

HISTORY.—1. Give an account of the early settlement of Virginia. 10.

2. What territory was originally assigned to the London Company, and what to the Plymouth Company, 1606? 2 pts., 5 each.
3. What were the prevailing forms of religion, during the Colonial period, in New England, Pennsylvania, Maryland, Virginia? 4 pts., 3 off for each error.
4. Tell briefly the story of the Salem Witchcraft. 10.
5. (a) Who was Peter Stuyvesant, and (b) what was the chief event in his official life? a=4; b=6.
6. Narrate the early settlement of Georgia. 10.
7. What was the Importation Act of 1733? 10.
8. What led to the destruction of tea in Boston harbor, 1773? 10.
9. Who was Baron Steuben? 10.
10. Give two principal features of the Articles of Confederation, 1778. 2 pts., 5 each.

PHYSIOLOGY.—1. Name two kinds of movable joints, and locate each of them. 4 pts., 2 ½ each.

2. What is chyle, and how is it conveyed to the blood? 2 pts., 5 each.
3. What is meant by the function of an organ? 10.
4. What is the function of the capillaries? 10.
5. To what is the color of the skin due? 10.
6. Which of the four cavities of the heart contains impure blood? 2 pts., 5 each.
7. Why will an excessive use of soap injure the skin? 10.
8. What is the function of the motor nerves? 10.

9. Where should a compress be put when a vein in the arm is cut. Why? 2 pts., 5 each.
10. How is the sensation of sound produced? 10.

THEORY AND PRACTICE.—1. What assistance in preparing lessons should pupils receive? Why? 2 pts., 10 each.

2. Give two characteristics of a good series of questions on a subject? 2 pts., 10 each.

3. When (if ever) may prizes be properly used as an incentive to study? 20.

4. What is the proper place of technical grammar in a course of instruction in common schools? Why? 2 pts., 10 each.

5. Give four important directions for the government of a school. 4 pts., 5 each.

THE Woodruff Scientific Expedition around the World is not yet dead, though its original projector is. Mr. Woodruff died in June last, just after he thought that the last great difficulty had been overcome. Under the directorship of W. S. Clark, of Amherst College, the arrangements are going forward and final success is predicted. A letter directed to "Woodruff Expedition," St. Nicholas Hotel, New York City, will secure all desired information.

PURDUE UNIVERSITY.—The annual catalogue of Purdue University for the year 1878-9, contains the names of 195 students—including those in Summer Art School, 209. This shows that Purdue is now the *third* college in the state in attendance. The number of students enrolled in 1875-76 was 67; in 1876-77 the number was 139; and in 1877-78 it was 166. It is thus seen that the attendance has trebled in three years. For full information send for a catalogue, addressing President of Purdue University, Lafayette, Ind.

ASBURY UNIVERSITY.—The Trustees of Asbury University, at a recent meeting in Indianapolis, elected Prof. J. C. Ridpath vice president, Prof. Edwin Post, of Camden, N. J., to fill the Latin chair, *vice* Prof. L. L. Rogers; Prof. J. M. Mansfield, of Iowa Wesleyan University, to fill Dr. Joseph Tingley's chair of natural science. They also declare the Greek chair filled by Prof. T. Wiley, vacant at the close of the next school year.

*The Chicago Weekly Journal*, after a trial of nearly two years, has given up its separate Educational department and its special educational editor. The paper of itself is a good one, and this special feature should have made it popular with teachers. The Journal, in the future, will give liberal space to educational topics.

THE Indiana State Fair will be held in Indianapolis, beginning Sept. 29, and closing Oct. 4. The Educational department last year was creditable, but it should be better this year.

NORMAL INSTITUTES.

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J. H. Elwood opened a normal at Brookston, July 28, for a term of six weeks. He is assisted by the county superintendent and C. W. Worley. One public lecture will be given each week by persons from abroad.

M. Hersberger and J. G. Hass are conducting a normal at Pendleton. It began July 21, to continue five weeks.

Robert I. Hamilton, the county superintendent, is conducting a normal at Anderson that began July 14.

H. H. Rogers is at the head of a normal at Loogootee, which began July 8.

W. C. Washburn and J. G. Chambers are holding a six-weeks' normal at Charlestown. It began July 7.

A. H. Kennedy and J. H. Logan began a four-weeks' normal at Rockport, July 21.

The fifth term of the Cass county normal began in Logansport, July 21, under the supervision of the county superintendent, with J. K. Walts, M. S. Coulter, and T. J. Legg as instructors.

W. W. May and J. A. Wood began a summer normal at Salem, for a term of five weeks.

M. F. Babbitt is conducting a normal at Cannelton, assisted by Prof. H. B. Boisen, of the State University.

M. B. Stults and Allen Moore will hold a five-weeks' normal at Huntington, beginning August 18.

County superintendent William B. Maddock is conducting a normal at Fowler.

County superintendent R. L. Marshman, assisted by W. E. Netherton, is conducting a normal at Winamac. The second week showed an enrollment of 80, with an upward tendency.

The Ripley county normal, at Delaware, has (July 23) enrolled 76.

The Newton county normal began in Kentland, July 21, with county superintendent W. H. Hershman and J. H. Hays as instructors.

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BROOKSTON.—Commencement exercises June 13, 1879. Number of pupils in full high school course, 25; in the normal, 19; total in all departments, 213. Number of teachers in all departments, 5. Lowest compensation of teachers per year, \$250; highest, exclusive of H. S., \$375; average, \$315. The citizens and trustees have increased the tuition fund over \$200, during the past year, in order to increase the length of the free school year, and purpose keeping the schools to their present high standard. A. H. Ellwood superintendent.

## COUNTY INSTITUTES will be held as follows:

- Aug. 11. Delaware co., Muncie, A. W. Clancey, sup't.  
 " 11. Jefferson co., Madison, E. K. Tibbets.  
 " 11. Morgan co., Martinsville, S. S. Griffith.  
 " 11. Orange co., Paoli, James L. Noblitt.  
 " 11. Ohio co., Rising Sun, J. H. Pate.  
 " 11. Harrison co., Corydon, D. F. Lemon.  
 " 11. Putnam co., Greencastle, L. A. Stockwell.  
 " 11. Warrick co., Boonville, I. E. Youngblood.  
 " 11. Bartholomew co., Columbus, J. M. Wallace.  
 " 18. Brown co., Nashville, D. M. Beck.  
 " 18. Fayette co., Connersville, J. S. Gamble.  
 " 18. Jackson co., Brownsburg, James B. Hamilton..  
 " 18. Shelby co., Shelbyville, S. L. Major.  
 " 18. Clay co., Brazil, P. B. Triplett.  
 " 18. Benton co., ———, W. B. Maddock.  
 " 18. Switzerland co., Vevay, Robert S. Northcott.  
 " 18. Crawford co., ———, J. W. C. Springstun.  
 " 18. Ripley co., Versailles, T. Bagot.  
 " 18. Jennings co., Vernon, John Carney.  
 " 18. Wayne co., Centreville, J. C. Macpherson.  
 " 18. Clark co., Charleston, A. C. Goodwin.  
 " 25. Pulaski co., Winamac, R. L. Marshman.  
 " 25. Martin co., Shoals, F. M. Westhafer.  
 " 25. Decatur co., Greensburg, J. L. Carr.  
 " 25. Tipton co., Tipton, Geo. C. Wood.  
 " 25. Miami co., Peru, N. W. Trissal.  
 " 25. Montgomery co., Crawfordsville, John G. Overton..  
 " 25. Grant co., Marion, G. A. Osborn.  
 " 25. Laporte co., Laporte, W. A. Hosmer.  
 " 25. Owen co., Spencer, Robert C. King.  
 " 25. Knox co., Vincennes, E. B. Milam.  
 " 25. Madison co., Anderson, Robert I. Hamilton.  
 " 25. Hancock co., Greenfield, Aaron Pope.  
 " 25. Hamilton co., Noblesville, U. B. McKinsey.  
 " 25. Scott co., ———, Jacob Hollenbeck.  
 " 25. Howard co., Kokomo, J. W. Barnes.  
 " 25. Hendricks co., Brownsburg, J. A. C. Dobson.  
 " 25. Marion co., Indianapolis, L. P. Harlan.  
 " 25. Vigo co., Terre Haute, J. H. Allen.
- Sept. 1. Marshall co., Plymouth, W. E. Bailey.  
 " 1. Adams co., Decatur, G. W. A. Luckey.  
 " 1. Spencer co., Rockport, J. W. Nourse.  
 " 1. Daviess co., Washington, David M. Geeting.  
 " 1. Lawrence co., Bedford, E. B. Thornton.  
 " 22. Huntington co., Huntington, M. B. Stults.

## ANSWERS TO QUERIES.

In the sentence, "*He* that hath ears to hear, let him hear," *he* is in the nominative case independent by *pleonasm*. In the gospel of Matthew the sentence reads thus: Who hath ears to hear, let him hear. The *same words* in the gospel of Mark are translated as in the first sentence above.

In the expressions, "Alas for the morrow," "O for a faith that will not shrink," the prepositional phrases are construed with the interjections *Alas*, and *O*.

"Alas for the morrow" is equivalent to "I grieve for the morrow," or some kindred sentence dependent upon the feeling to be expressed; so, "O for a faith," is equivalent to "I long for a faith."

"Occasionally, as if the interjection were an assertion instead of a mere sign of the feeling intended to be intimated, a preposition is used to combine it with the added explanation." Whitney's Essentials, p. 246.

In the sentence, "There is little to hope for in this world," *little to hope for in this world* is the entire subject; *there is* is the entire predicate, and *is* is the predicate verb. *There* is an expletive, used to introduce the sentence.

Correct solutions to Nos. 3 and 4, of May Journal have been received from Edward C. Helm.

QUERIES.—1. What is the construction of *to strike*, in the following sentence: "He that hopes to be conceived as a wit in female assemblies, should have a form neither so amiable as to strike with admiration, nor so coarse as to raise disgust." J. C. P.

2. "I *had* as lief not *be*, as *be* the *thing* I am." Parse the italicised words.

3. *Whether* of them *twain* did the will of his father? Construction of *whether* and *twain*. •

4. "Teach me to love and to forgive;  
*Exact* my own defects to scan;  
*What* others are, to feel; and know myself a *man*."

Construe italicised words. Analyze the sentence.

5. A rectangular solid contains 1280 cu. inches, and the length, width, and height are to each other as 8, 5, and 4. What are the dimensions of the solid? What is the rule for solving problems of this kind?

INDIANA AT PARIS.—State Sup't James H. Smart sent to the World's Fair, at Paris, last year, a *part* of Indiana's Educational Exhibit at our Centennial. Remarkable to say it took a *first* premium. No other state, or city, or country was awarded a higher premium, and only *two* other states of this country took as high. Good for the Hoosier State.

MICHIGANTOWN has one of the finest school houses in the state for a town of its size. The house is a model for neatness and arrangement.

THE trustees of Washington are proposing to economize by reducing teachers' wages 10 per cent. Teachers' wages should be the *last* thing not the *first* thing "economized."

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## PERSONAL.

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W. H. McClain, the principal of the Kokomo high school, has resigned his place to take the agency of Jones Bros. & Co., of Cincinnati, for the state of Iowa. Mr. McClain has been connected with the Kokomo high school for the past six years, and before he came to Kokomo was two years a teacher in the Logansport high school. He is recognized as one of the leading teachers of Howard county, and will be much missed in the normals and institutes. He is known not only as a good teacher but as a christian gentleman. The Journal expresses the wish that Mr. McClain may not become so thoroughly Hawk-Eyed that he shall not, some time in the future, find his way back to the Hoosier State. His address is Des Moines, Iowa.

W. A. Jones finally decided *not* to withdraw his resignation as president of the State Normal School, as the trustees requested, and so is out.

It is due Mr. Jones to say that he organized the school and has had charge of it from the first. He has reason to be proud of his work, for no school in the land stands higher in point of thoroughness and strictly professional training based on philosophic methods. Such men as Wm. T. Harris, of St. Louis, rank it with the best normal schools in the United States.

Mr. Jones owns one of the finest 200-acre farms in the Wabash valley, and will turn "granger," at least till his health is fully regained. It is not likely that a man of his superior ability will be allowed to spend many years in retirement if he can be induced to take important positions.

George P. Brown, late superintendent of the Indianapolis schools, has been elected President of the State Normal School, *vice* Wm. A. Jones, resigned.

The trustees have acted wisely, and made an excellent selection—they could not easily have done better. Mr. Brown is an Indiana man, has large experience as a teacher and superintendent, and has extensive acquaintance with the country schools from actual observation. His thorough acquaintance with the character of the work done in the State Normal will enable him to carry out the general thought of Mr. Jones, and yet modify the character of the work to suit his own ideas, without disorganization or revolution. No one who knows Mr. Brown will doubt that he will be master of his new situation from the time he enters upon it.

J. H. Madden has been re-elected for the eighth time as superintendent of the Bedford schools, and Mrs. Madden as principal of the high school.

A. W. Dunkle, of North Vernon, will take the Delphi schools.

James C. Black will continue in charge of the schools at Acton.



*Indianapolis Superintendents and Principals.*—H. S. Tarbell, sup't; J. J. Mills, Lewis H. Jones, and Miss N. Cropsey, ass't sup'ts; George B. Loomis, sup't music; Jesse H. Brown, sup't of Drawing; Miss E. S. Paddock, prin. of Training School. The following are principals of the district schools:

First District, Mary Colgan; 2d, H. L. Rust; 3d, Geo. F. Bass; 4th, Eliza T. Ford; 5th, Kate Robson; 6th, Clara Washburn; 7th, Nelson Yoke; 8th, Etta Bradshaw; 9th, Henrietta Schrake; 10th, Henrie Colgan; 11th, Emma Donnan; 12th, Mary E. Perry; 13th, M. Selma Ingersoll; 14th, Mary T. Lodge; 15th, Anna Barbour; 16th, Margaret V. Marshall; 17th, Jennie McC. Wood; 18th, Levi E. Christy; 19th, Mary R. Wilson; 20th, Jennie Lindley; 22, Mary A. McKeever; 23d, Ben. D. Bagby; 24th, R. B. Bagby. Whole number of teachers in the Indianapolis schools, 218. Average salary, excluding superintendents and principals, nearly \$500.

W. F. Phelps, well known in past years as president of the Winona (Min.) Normal School, was recently elected superintendent of the Winona public schools. He was a candidate for his old place at the head of the normal, but was beaten by Mr. Shepherd, superintendent of the Winona schools. This exchange of positions, under the circumstances, will afford an excellent opportunity to test the christian graces of each of these gentlemen.

Thomas Charles, formerly well known in Indiana, but whose field of labor for several years past has been in Wisconsin, has decided to quit the book-agency work to engage, "on his own hook," in the school furniture business. His desk is the Automatic Folding Desk, manufactured at Battle Creek, Mich. Mr. Charles will have charge of the Chicago office.

Dr. George C. Heckman has resigned the presidency of Hanover college, and Dr. Fisher, pastor of the Second Presbyterian church, at Madison, has been chosen his successor.

Harvey Young has been elected Professor of Natural Science at Hanover College.

H. C. Fellow, of Miami county, will take charge of the Russiaville Academy the coming year. He will be assisted by Mrs. R. Woodward, a graduate of Earlham College class of '77.

J. H. Woody will remain in charge of the Brookston Academy next year. His full corps of teachers were also re-elected.

W. H. Isley, formerly of the Lawrenceburg high school, has been elected to take the North Vernon schools next year.

E. S. Lane will have charge of the Bainbridge schools the coming year.

J. R. Nixon, last year of Worthington, has been engaged to take charge of the Brownstown schools the coming year.

Daniel Hough, whose health had so much improved that his friends were feeling much encouraged, has recently taken a relapse. His many friends will regret to hear that he is now quite ill at his home in Ann Arbor, Mich.

M. R. Barnard, who has for the last year been acting as agent for Van Antwerp, Bragg, & Co., has resigned his place with that house, and is at work for Ivison, Blakeman, Taylor & Co., the firm for which he worked a number of years ago.

F. M. Huff, late superintendent of the Huntington county schools, left the office in good condition, having the good will of teachers and patrons. Both the county papers gave him very complimentary notices.

State Sup't James H. Smart; Lemuel Moss, Pres. of the State University; H. S. Tarbell, sup't Indianapolis schools; and J. B. Roberts, principal of the Indianapolis high school, will accompany an editorial excursion to Colorado, which starts August 7. They will all be *editors* for the occasion.

Miss Mary Nicholson, of the Indianapolis high school, and Miss N. Cropsey, assistant superintendent of the Indianapolis schools, are attending the summer school of Philosophy, at Concord, Mass.

Prof. S. S. Hamill, the Elocutionist, has been having an ovation in Michigan for several months past. He says that he could find profitable employment for 500 *first class* elocutionists.

H. S. Tarbell was recently unanimously re-elected superintendent of the Indianapolis schools, at a salary of \$2,500. Mr. Tarbell has surpassed the expectation of his friends in *filling* his new position.

E. S. Hopkins will remain as superintendent of the Jeffersonville schools.

W. H. Fertich, the well known Elocutionist and institute worker, has been elected superintendent of the Mishawaka schools. The Journal believes that Mr. Fertich will make a good superintendent.

H. S. McRae, of Muncie, will do institute work. Mr. McRae and county superintendent A. W. Clancey are in the White mountains and expect to take in, in their trip, the principal Atlantic cities and the National Association.

A. H. Kennedy will remain in charge of the Rockport schools.

Prof. L. S. Thompson, of Purdue University, recently delivered a lecture in Lafayette on "Caricature and Comic Art," with illustrations, which the city papers eulogize very highly. It was "rich and racy."

In publishing the list of counties represented by their superintendents, at the State Convention of County Superintendents, the counties of Newton and Huntington were, by mistake, omitted. Both Mr. Hershman and Mr. Stults were faithful attendants upon the convention.

Bruce Carr, agent for Van Antwerp, Bragg, & Co., has removed to Indianapolis, and will hereafter make that city "headquarters."

W. P. Pinkham, for several years past the superintendent of the Paoli schools, has been elected to a professorship in Earlham College. He is one of the best school men in the state.

Lydia A. Dimon returns as principal of the Crawfordsville high school.

A. H. Hastings has been re-elected superintendent of the Mitchell public schools.

Profs. Hodgins and Parr, of the State Normal School, intend publishing a small paper, the coming year, as a medium of communication between the school and its graduates and undergraduates.

M. A. Barnett has resigned the superintendency of the Elkhart schools. Mr. Barnett ranks as one of the leading superintendents of the state, and it is hoped that he will not remain idle long.

James DuShane, of the high school, has been promoted to the superintendency of the South Bend schools.

James A. Wood has been re-elected superintendent of the Salem schools, and Frank P. Smith principal of the high school.

D. A. Owen, last year at Salem, has a place this year at Franklin college.

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## BOOK TABLE.

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POPULAR SCHOOL HISTORY OF THE U. S., by J. J. Anderson. New York: Clark & Maynard. J. D. Williams, 46 Madison street, Chicago, Western agent.

A few of the strong points in favor of this book are: It is so compiled as to be interesting reading, and, at the same time, contains all the history required for ordinary school purposes. It contains extracts from some of the best writers; and tables referring to other works to be read in connection with this work. Short biographical sketches of a number of eminent American authors are given. These sketches tend to create a desire for a more extended knowledge of these writers and their works. The summaries at the close of the periods are excellent helps in fixing the important points in the mind.

THE CULTIVATION OF THE SENSES. Philadelphia: Eldridge & Bro. pp. 96. Price, 50 cents.

This book is the first of a series of "Manuals for Teachers." The series will comprise five volumes. This volume contains many practical suggestions to teachers. A good idea of the character of it is gained from the following headings of a few of the chapters: "The Senses." "How the Child Gets his First Ideas." "How the Child Perceives." "How the Child forms Conceptions." "How shall we cultivate the Child's Senses." The chapter on "Object Lessons" is worth the price of the book.

COOPER'S SCHOOL REGISTER, by John Cooper. Richmond, Ind.: Nicholson & Bro.

This Register is adapted to public and private schools. It is so arranged that the names need be registered but *once* during the year. Each leaf (two pages) will contain the pupil's record for three months, with three monthly reports, and the quarterly report of the teacher. Explicit rules for marking attendance and making out reports are given. We have not before seen the equal of this Register for convenience and completeness.

LATIN ANALYSIS, by Frank Smalley, A. M. Syracuse: John T. Roberts.

This book is designed to assist the student in acquiring a knowledge of Latin Etymology, such as will enable him to account for the forms he meets with, and to analyze Latin words. It is intended to be used in connection with the grammar and lexicon in the study of Etymology. A table at the end, for the analysis of Latin words, affords a practical application of the facts and principles inculcated. In reference to some forms, on which philologists differ in opinion, the explanations which appeared the best and most consistent are given. It is worthy a careful examination.

THE MODEL COPY-BOOKS. New York: D. Appleton & Co.

This series consists of six numbers. The special advantages claimed is that of movable copy-slips. They enable the pupil to keep a perfect copy *immediately* before his eyes and at the same time hide the mistakes made in the line just written. A copy-slip is furnished for each page, and is so attached that it can be moved down the page at pleasure. No writing space is taken from the page by the copy, thus saving forty-eight lines in each book.

*The Midsummer Holiday Scribner* (August) is "a thing of beauty," and a joy to all lovers of good reading. The "Scribner" now takes the lead as a monthly magazine. The issue for August reached 100,000.

*The Teachers' Topical Note Book*, by T. C. H. Vance, principal of the Kentucky Normal, and editor of "The Eclectic Teacher," furnishes a very convenient arrangement for taking notes in a systematic way, under appropriate heads, and preserving them.

*The Wide-Awake*, edited by Ella Farman, and published by D. Lothrop & Co., Boston, is a "sure enough" wide-awake paper for boys and girls. It is always beautifully illustrated, and its articles and stories are entertaining and, at the same time, instructive and elevating. The August number is especially varied and delightful.

"*Moore's Rural Life*" is the name of a new 24-page, 4-column monthly, published in New York, at \$1.50 per year. It is extensively illustrated, and sustains departments in the interest of all the phases of rural or suburban life.

*Edwin Alden*, advertising agent of Cincinnati, recently issued his new "Catalogue of Legitimate American Newspapers." The list is very complete, and the facts given correct, so far as we have knowledge. The Catalogue will be of special value to any one wishing to advertise extensively, and will be a great convenience to any one as a book of reference.

"*Southern Educational Monthly*" is the name of a new paper just started at Charleston, S. C., with L. B. Haynes as editor. The teachers of the South need two or three more good papers published in their midst, and they should give them a hearty support. The "Monthly" makes a fair start, and is well backed.

## BUSINESS NOTICES.

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*New England Musical Bureau.*—Teachers in Music and Elocution supplied to educational institutions. Principals will find it to their advantage to make early application. Address E. TOURJEE, Music Hall, Boston. 7-3t

*The Central Normal College*, Danville, Ind., is growing rapidly in numbers, popularity, and efficiency. The solid character of the work, the remarkable success of the students, and economy, have attracted to the school a large band of earnest workers.

Students have been received this year from over fifteen states, and from nearly county of Indiana. Many new features have been added, and the future of the institution is surely bright.

*The Central Normal College* this year will send forth over thirty graduates of the Teachers' Course, twenty of the Scientific Course, and three of the Classic Course. Those who are expecting to prepare for the study of medicine should correspond with F. P. Adams, Principal of the Central Normal College, Danville, Ind. A new feature has been added to that institution in the line of Chemistry and Anatomy.

You will be interested in reading the advertisement of the State Normal School.

*The Northern Indiana Normal School* is still ahead. It has been on a "boom" from the day it started. No other school offers the same inducements. See the advertisement for particulars.

*The Central Normal*, at Ladoga, is doing honest, intelligent work. In addition to the regular normal course, it makes a specialty of preparing students for college.

GEO. F. BASS, principal of the Third District School, Indianapolis, will engage to do institute work during the weeks beginning Aug. 25 and Sept. 1. Address Public School, No. 3.

BE sure to read the new advertisement, in this month's Journal, of Eldridge & Bro., of Philadelphia.

## SCHOOL JOURNAL MAP COMMENDED.

ELKHART, IND., June 11, 1879.

W. A. BELL, ESQ.:

DEAR SIR:—The map is received. It is the best map of Indiana, of its size, that I have ever seen. It has two points deserving especial admiration. 1st, the coloring does not obscure the engraving; 2d, the railroads are all named. Furthermore, the governmental, historical, and other notes in the margin are of much interest and value. I shall regard it as a very valuable addition to that species of property in my school room.

Respectfully,

JOSIAH MILES.

*McAvoy's* Diacritical Speller a success—21 *Normals* already supplied with it.

WANTED.—An energetic teacher in every county in the state to act as agent for *Zell's Condensed Cyclopaedia*, during institute season. Correspond at once with

CLINE &amp; CARAWAY, Indianapolis, Ind.

SEE advertisement of the Ohio Central Normal School, of which John Ogden is Principal.

**\$5 to \$20** per day at home. Samples worth \$3 free.  
Address STINSON & Co., Portland, Maine.

**\$66** a week in your own town. Terms and \$5.00 outfit free. Address H. HALLETT & Co., Portland, Maine.

**\$72** A WEEK. \$12 a day at home easily made. Costly outfit free. Address TAUN & Co., Augusta, Maine.

4-17



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BEST! Jansen, McClurg  
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By S. W. Straub. **ECHOES**

# INDIANA SCHOOL JOURNAL.

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SEPTEMBER, 1879.

No. 9.

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## CULTURE IN ELEMENTARY SCHOOLS.\*

GEORGE P. BROWN, President of Indiana Normal School.

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**I**CAN NOT better express to the ladies and gentlemen of this Association my appreciation of the honor conferred upon me, in electing me to preside over your deliberations, than to assure you that I have compressed what I have to say into very narrow limits. In this opening address I shall attempt to answer briefly the question: What can the elementary schools do more than they are now doing to promote culture among the people?

Culture is a word much used. It has a variety of meanings, if we may judge from the great variety of things that it is used to name. Yet most agree that the thing it names to each one using the word, it is desirable to obtain, and the schools should encourage. An accepted authority in defining culture, makes it a synonym for civilization. That is not the meaning given to the word in this paper.

Culture deals with the spiritual growth and development of the individual. Civilization addresses itself to social needs and conveniences.

Culture is concerned with the real inner life of the man. Civilization is the machinery of life expressed in their inventions and organizations that promote social happiness and physical comfort.

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\* Read before the National Educational Association, July 29, 1879.

Culture creates the idea; civilization furnishes the instruments for the realization of an idea.

Culture produced a Shakspeare, a Milton, a Goethe, an Emerson; civilization produced a Fulton, a Morse, and an Edison.

Culture makes souls; civilization makes railroads—good things, it is true, but not so good as souls.

Ours is pre-eminently an age of civilization rather than of culture.

It is an age of concentration rather than of expansion. Culture precedes and produces civilization. An age of expansion has ever been followed by an age of concentration; of the practical application of ideas to organizations and institutions. In the fullness of time this in turn gives place to an age of expansion, for, as Matthew Arnold says: "Man, after he has made himself comfortable, and has to determine what to do with himself next, will begin to remember that he has a mind, and that the mind may be made the source of great pleasure."

Nor is our definition of culture that of the English statesman, who called it "a smattering of the two dead languages of Greek and Latin."

Nor is it that which is implied in the following words of another Englishman: "The silliest cant of the day is the cant about culture. Culture is a desirable quality in a critic of new books, and sits well on a possessor of belles-letters. The man of culture is in politics one of the poorest mortals alive. For simple pedantry and want of good sense, no man is his equal. Perhaps men of culture are the only class of responsible beings who can not, with safety, be entrusted with power."

If culture were merely a smattering of the two dead languages of Greek and Latin, this would probably be a fair estimate of its value.

But our definition suggests no necessary relation to a knowledge of the dead languages. The essentials of that culture which the elementary schools should strive to promote are three. In this discussion I have borrowed a few phrases from the writings of Matthew Arnold, which more happily express my thought than would any words of my own.

Culture is, first, "a knowledge of the best that has been thought and said in the world." It is a knowledge of the history of the humane spirit.



Culture is, in the second place, "that tact and delicacy of judgment" by which one is able to estimate properly the relations in what he reads, and of what he reads to his own environment. Culture is more than these; it is that spirit and desire which prompts him who has the knowledge and judgment to discern the right, to labor to make the right prevail.

Some one has said that the object of culture is to make an "intelligent being more intelligent." But true culture is more than this. It is not only the knowledge and tact to discover what "reason and the will of God are," but it is an active, earnest desire to make "reason and the will of God prevail."

Whether or not this definition shall pass with you as *the* definition of culture, all must admit that it is *a* definition of culture, and that it describes a quality of great value. More than this, we must admit that it is the one thing needful, compared with which all other acquisitions are small and unworthy. To promote this culture should be the end and purpose of instruction in every grade of school. It should be the end and purpose of instruction everywhere.

It is eminently fitting that the teacher give special heed to this matter at this time for the following reasons:

The time is not distant when the question of the continued existence of a government "of the people, for the people, and by the people," will have to be answered. How it shall be answered will depend upon the extent to which culture prevails. Even now religious beliefs are rapidly changing. Statements of doctrine that lately were accepted without question are now rejected by many and apologized for by more. The Bible, that in our childhood was generally and reverently thought to be the language of the Creator addressed to his creatures, has come to be to many but the mythology of a peculiar people. To others it is a poem, written in the language of literature, and not in the language of science. To a large majority it has ceased to have that sacredness and infallibility which they formerly attached to it.

God, who but yesterday was a being who thinks, loves, and wills, the personal and self-conscious ruler of the universe has come to be to many but the law of molecular activity, and to many others little more than the aggregation in thought of abstract attributes and principles by which to test our conduct.

It is a time of revolution in religious opinions and beliefs, and it needs no prophetic vision to see that the time for a revolution in the State is at hand. Like all revolutions, it will be attended by great destruction. Destruction of much that is outgrown and a barrier to progress, we must admit this we can afford to lose; but destruction as well, of much that, if preserved, would be helpful. In the progress of this iconoclastic movement many will experience shipwreck of their faith in religion and God. To discard the form will be to them to discard the substance. When they find in the Bible statements which they have come to believe do not fit the truth, as since revealed, all reverence for its teaching ceases. When they are forced to the conclusion that a mistake has been made in thinking of God as having the form and other attributes of man, a personal, self-conscious ruler of the universe, they are ready to exclaim, there is no God! When Heaven ceases to be with them a city with golden streets and jasper walls it ceases to be, and immortality becomes a delusion. In passing from one mount of vision to another we must ever pass through the Slough of Despond. Is it too much to say that whether he shall attain the second mount, after having been driven from the first, or will be stifled in the slough, will depend upon his culture. Will not a "knowledge of the best that has been thought and said in the world," a knowledge of the history of the humane spirit and that "tact and delicacy of judgment" that the acquiring of this knowledge can be made to give, whereby one may determine more clearly what reason and the will of God are, and add to this the earnest, active desire to make reason and the will of God prevail—will not these, I say, help him to pass the slough, to go safely by the lions, to escape from the castle of doubt, and to climb the highest mount from which a wider and clearer view of his relations to man and to God shall bring a more rational and enduring peace to his troubled soul?

We may lament that men should ever leave the mount of vision upon which they were born and seek for any other view than is there presented. But the fact remains that they are doing this, and will ever do it, so long as knowledge increases, and an honest effort is made to know the truth. Change prevails everywhere and in all things. Whether in the world of spirit that change shall be progress will depend in no small de-

gree upon the teacher's successful effort to make intelligent beings more intelligent, and inspire them with the desire to labor to make the truth prevail.

In an age when thought was stagnant, culture could, with comparative safety, be limited to the controlling few; but in an age when thought is everywhere active and aggressive, the culture of all is the only safeguard against anarchy in thought or in conduct.

Leaving this broader view of the relation of culture to civilization and religion, let us consider what relation it sustains to the system of education with which we are especially concerned.

I have called this an age of civilization. It were better to call it an age of machinery. Men are engaged in the study and use of machinery on the farm, in the house, in the manufactory, in our means of transportation, and in our means of communicating intelligence. But machinery is not limited to the world of matter. It has invaded the world of spirit. The people are absorbed in the study of machinery of politics, of the church, and of social life. Every one is trying to invent, or is learning to use some machine.

From this absorbing interest in machinery two things result which concern the school. One is, that the people are demanding what they call a practical education for their children. The value of each subject taught in the schools is estimated by the immediate relation it bears to the machinery of life. Arithmetic must be taught, because it is of use in keeping accounts. Penmanship is valuable for the same reason. One must learn how to read, not for the culture derived therefrom, but because through the machinery of the press knowledge of all other machinery is disseminated. Drawing is taught not for its æsthetic culture. Few have the hardihood to advocate it on that ground. The potent arguments are those which emphasize its commercial value in designing patterns for wall paper or calico.

An education, to be practical, must, according to this view, have immediate and direct reference to the machinery of life.

The second result that concerns the school is, that the teacher has become a more devout worshipper of machinery than the patron; not the machinery of life, but the machinery of the school. It is the *how* more than the *what* for which he feels professional concern. So strong is the pupil's belief in the import-

ance of machinery that he considers a breach of order a greater school sin than a breach of good faith. Go into our best schools, so called. In most of them loyalty to truth is less regarded than loyalty to order and routine. When this is not so, it is because the teacher has the strength and courage to resist the prevailing tendency.

Then there is the machinery of the stated examination and of estimating the pupil's standing by his per cents. The average teacher in our elementary schools, I will go further and say that all these teachers, with few exceptions, and all the pupils, with fewer exceptions, are much more concerned that the school shall be able to answer the particular questions that may be asked upon examination day, than that they shall have a clear and comprehensive knowledge of the subject taught. The teacher is not censurable to any great degree for all this. He is but following the directions of his superiors. The superintendent, who has worked long enough with his eyes open, to discover the truth of what I have said, thinks that he is not to blame. His excuse is that it is the fashion to estimate the standing of a school in this way, and that a show of good order and good per cents. is what pleases the public. I know of schools in one of the larger cities where the pupils receive 110 per cent. n scholarship. Cities having the poorest schools make, as a rule, a showing of the highest per cents. on examination.

I think that the superintendent is to blame. It is he that made the standard, and it is he that should change it. He is employed, because of his professional skill, to determine what is best for the school, not what will please the public. He is there as an expert to direct public opinion, not to be controlled by it. When he shall determine that culture rather than machinery shall determine the excellence of the school, the public will not be slow to adopt that standard. I do not undervalue good order and examination tests. Every good school is orderly and able to bear these tests. But a school may be all this and yet be a poor school. That which is best or worst in a school can not be discovered by arithmetical computation. It is neither the earthquake nor the storm, but the still small voice.

Now, the relation that this machinery bears to the integrity and perpetuity of the public school system it is important to consider. The unfavorable criticism of which we have heard so

much during the past few years, is a reason for the teacher's giving heed to the matter. Objections come, sometimes in one form, sometimes in another; but they all indicate dissatisfaction with the results obtained. They are telling us that these results are not commensurate with the time and money spent obtaining them.

If I were talking to an audience of teachers west of the Alleghany mountains, I should say that there is much ground for this complaint. This same public that took the superintendent at his word, and pronounced that a good school which could obtain good per cents., are beginning to question the value of these products. They have not yet begun to inquire whether they are measuring the school by the right standard, and whether, possibly, the superintendent may not be wrong in parading his order and his per cents. They suppose the schools to be good schools. But they say they are not worth what they cost; and, immediately, they begin to inquire how this expense can be made less.

Naturally, the High School is first attacked. The people are dissatisfied with these results, for the reason that the teacher is so much absorbed in the machinery of the school that he neglects to give the pupil any sufficient preparation for the machinery of life. But this is not the bottom reason. Without detracting from the average American's loyalty to machinery, it can be said that there is in his mind a thought, of which he is half conscious, that power is of more importance than the machine; that a practical education after all means the possession of those elements of power that may be applied everywhere. If the public were to formulate their objections to the High School, they would be expressed somewhat as follows:

The pupil of average ability, who graduates from our High School, can not read. Put him to the test; you will find that he can not read intelligently any of our English classics. He has formed no taste for reading good books. He has made no start in acquiring a knowledge of the best that has been thought or said in the world. His knowledge of literature, as tested by the stated examination, is limited to a brief biography of a few authors and one or more brief selections from their writings. He will repeat some author's comparison of Pope and Dryden, or of Goethe and Byron, without having ever read ten lines from

either. He is thus encouraged to think that he knows something of literature, but there is little that interests him in such knowledge, and nothing that will urge him on to further research and a more extended reading. The following examination test was thought worthy of a place in the Educational exhibit made at the Centennial, and will therefore be considered a fair illustration of this statement:

The question asked was: "Who were Aristotle, Cicero, and Quintilian? Give an account of their systems, and point out their defects when submitted to modern criticism." The answer was as follows:

"Aristotle, a Greek rhetorician, is called the founder of criticism and grammar, but his works are rather outlines than perfect models." Then follows an apology for Aristotle, and the damage done to his reputation is repaired by reminding us of the backward state of science at that time. For Cicero, there is only censure for having "made rhetoric to consist of invention, and not in conviction;" and Quintilian receives quite as little approval. His definition of rhetoric is pronounced too general, since it comprises the following conditions: "To think correctly which belong to logic, to construct well which belongs to grammar, and to reason well which belongs to the science of reasoning!" There was great unanimity among all the members of the class, and great uniformity of language.

Now, this high-sounding criticism was made by girls, who, in all probability, had never read a page of the writings of either of these authors. No inducement remains to read them, for has it not been decided in advance that they are blind guides? It is easy for us to agree with the learned President of the French Educational Commission, that "it is better to be forever ignorant of Quintilian, Aristotle, and the rest than to know them after this fashion."

But the graduate from our High School not only can not read, and has no foundation laid for acquiring a knowledge of the best things that have been thought and said in the world, he can not *write*. Test him, and it will be found that he has practically no power of independent thought or expression. There is no method in the little thinking that he does, and he has no power of discrimination or generalization. His power of criti-

cism has never been exercised, unless we call the caricature just quoted criticism.

He has no power development of his own powers, and no mastery of himself by which he can lay hold of the knowledge he has acquired and put it into practical use.

In short, no foundation has been laid for the development of that tact and delicacy of judgment which is one of the elements of culture and which is so essential to good citizenship and rational conduct.

I might continue to point out other deficiencies of our High School graduate, but will complete this unpleasant summary of short-comings by the general statement, that he knows nothing thoroughly. He has a smattering of many things, but nothing whole.

I believe that more power is required of the kind necessary to culture by the thorough and complete mastery of a single subject, so that the student shall feel at home in it, than by spending his time in receiving introductions into twenty. Unless I have failed to express the thought that has been in my mind from the beginning, it has been already suggested that to promote culture among the people the elementary schools and the High Schools also must teach reading and writing better than they are now taught. Civilization has changed from the primitive, plodding, patriarchal life of fifty years ago to the busy bustling world of to-day.

The distinction of city and country no longer exists. The railroad, the telegraph, and the daily paper have made these one, and that one is the city.

The circle of the sciences has been enlarged, and the applications of these sciences to practical life have been multiplied. Philological researches have awakened new interests in the study of language. New inventions have created new vocations for which a special education is required. All this has tended to distract the attention of people and teachers from the pre-eminent importance of a thorough teaching of the three Rs. Hardly has the pupil developed age and strength sufficient to make the study of these subjects profitable as a means of culture, ere they are dropped from the course, and he is set to learning the elementary definitions of some other study, which, in turn, gives place to something else ere it is fairly begun.

The *elementary schools* afford too little instruction in reading and writing. Not too little time, perhaps, but too little thought and study are given to these subjects. I was in a "good school" recently. The machinery was working perfectly; per cents. in order and examination were undoubtedly high; a class was reading the "Old Oaken Bucket;" the lesson was completed in good order; pronunciation, enunciation, position, modulation, quality of tone, all near the standard. After the exercise was finished, the teacher, with a gratified look, requested me to ask the class some questions. I asked, first, how many buckets were in a well. The reply came quickly from several that there were *three*—"the old oaken bucket, the iron-bound bucket, and the moss-covered bucket." I then called their attention to the couplet—

"And soon, with the emblem of truth overflowing,  
And dripping with coolness, it rose from the well,"

and inquired what was the emblem of truth here spoken of. After some hesitation, one of the bolder pupils said she thought it was an *eagle*.

Now, is it too much to say that this teacher gave heed to the anise and cummin and neglected the weightier matters?

Composition, other than the formal construction of sentences that express no thought, is neglected in every grade of school. The way is here open to start the pupil in the work of analysis, comparison, discrimination, and criticism, that shall in time develop into "tact and delicacy of judgment," which belong to culture.

And, finally, I believe it is through the study of reading and of composition in every grade of the school, that study which shall have for its object the gaining of knowledge of the "best that has been thought and said in the world," and the formation of that tact and delicacy of judgment which a careful comparison of these thoughts in conversation shall develop, and the discovery of those relations in the thought of all time that tend to steady and strengthen our faith in the final working of all things for good—it is in and through all this, I say, that will grow that third element of culture which is the crowning excellence of every man or woman who possesses it; the active, earnest desire to make reason and the will of God prevail.



## LESSONS IN ORTHOGRAPHY.—I.

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 JOHN I. MORRISON.
 

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## LESSON V.

THE teacher, having placed on the blackboard the following words: *save, saving; have, having; force, forcible; blame, blamable; peace, peaceable; outrage, outrageous*; calls the attention of the class: 1. To the first four words. All end in *e* before the termination is affixed, and drop *e* when a termination beginning with a vowel is added. 2. The other words which end in *ce* and *ge*, retain *e*, in order to preserve the soft sounds of *c* and *g*. Now, from what has been done, the teacher inquires, can any one deduce a rule for spelling these and similar words? Several hands are raised. John is called to the board, who writes: "Words that end in *e* drop this letter on taking a termination beginning with a vowel, except when final *e* is preceded by *c* and *g*, which require it to be retained to preserve their soft sounds."

To fix this rule in the minds of the class, the teacher should furnish a large list of examples, and require one member after another to write and spell them correctly, and point out the exceptions.

It should be noted, here, that words ending in *oe* and *ee*, do not drop the final *e*, as *hoe, hoeing; shoe, shoeing; agree, agreeing*; except *shoe* makes *shoer*, and *see, seer*; which is done to avoid trebling the final *e*. Also, *dyeing* from *dye* retains *e* to distinguish from *dying*, derived from *die*. *Swingeing, tingeing, singeing*, retain *e* to prevent being confounded with *swinging, tinging, and singing*, from *swing, ting, and sing*.

## LESSON VI.

In the last lesson, it appeared that words ending in *e* drop this letter, with a few exceptions, on taking a termination beginning with a vowel. At present, it is proposed to show, that this rule does not apply when the termination begins with a consonant. Mary is called up, and required to write on the board the words, *close, abate*; and add to the first *ly*, and *ment* to the last. She

writes the words in full and spells them for the benefit of the class, *closely*, *abatement*, retaining final *e* in both words. Why so? asks the teacher. She replies: The terminations do not begin with a vowel as in the last lesson, but with a consonant, therefore *e* is not dropped. Hence the rule. "Final *e* is retained before terminations beginning with consonants." Thus, *nice*, *nicely*; *require*, *requirement*. *Duly*, *truly*, *awful*, *judgment*, may be remembered as exceptions.

## LESSON VII.

The class, when called to-day, find the following words on the board: *fly*, *flies*; *merry*, *merriment*; *marry*, *marrying*; *carry*, *carrying*; *play*, *playing*; *valley*, *valleys*.

These words, the teacher remarks, may be regarded as representatives of a numerous list, and as such deserve very particular attention. Let it be observed:

1. All the primitives end in *y*. 2. Some of the derivatives change *y* into *i*; in others, *y* remains unchanged. The main point, now, is to discover the rule or law, which governs each class. In the first two words, *y* in the primitives becomes *i* in the derivatives, because it is preceded by a consonant. In the next pair, *y* in the primitive, though preceded by a consonant, is retained in the derivatives, when the syllable added begins with *i*; because, if this were not done, *i* would be doubled. In the last pair, *y* appears in the derivatives, because in the primitives it is preceded by a vowel, not by a consonant, as in the other cases. It only remains for any one of the class who understands what has been explained, to express the rule and spread it on the board, so that all may copy and remember it. Several hands are raised. John is called to the board, who writes as follows: "Words ending in *y*, preceded by a consonant, change *y* into *i* when a syllable is added, beginning with any other letter than *i*; but when *y* is preceded by a vowel, it is not changed on assuming a termination. This lesson may be closed by requiring each member of the class to bring to the next recitation, for criticism and correction, a list of words spelled according to the rule.

An additional lesson or two might be given to illustrate the rules for forming the plural number of irregular nouns, and for changing the orthography of certain simple words when used in composition with other words; but, perhaps, enough has been said to call public attention to a fundamental branch of learning, too much neglected at present, and to induce some of the teachers, who take interest in the improvement of their schools, to put the method of instruction herein briefly outlined to a practical test in the school room; and after a fair trial, to report the result of their experiment through the columns of the SCHOOL JOURNAL.

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## WILDWOOD FLOWERS.—IV.

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LEE O. HARRIS.

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CLOVER BLOOM.

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The rose inspires the poet's song,  
And, interwoven with his bays,  
Its opening buds might well belong,  
Since he so sweetly sings its praise.  
The poppy has its chosen bard,  
The daisy, and the daffodil,  
The violet on the upland sward,  
The lily by the meadow rill.

But who, of all the tuneful throng,  
That sing of beauty and perfume,  
Has deigned to hallow with a song  
Our Western fields of clover bloom?  
Yet, here in beauty are combined,  
Daisy's worth, the poppy's hue,  
And rivals here the rose may find,  
In beauty and in fragrance, too.

Oh, could I wake the voice of song,  
That set the echoes all atune,  
And poured in witching tones along  
"The Banks and Braes o' Bonny Doon,"  
I would not chant, like Scotia's bard,  
-Of hawthorn bud nor tangled broom,  
Nor heather on the highland sward,  
But I would sing the clover bloom.

Could I but wield the graceful power  
That won the Ettrick shepherd's fame,  
And still endears that witching hour,  
"The gloaming, when the kye come hame,"  
My song should tell of winds that blow  
O'er fields of blossom and perfume,  
And raptured bees that, singing, go  
Among the fragrant clover bloom.

Were mine each thrilling tone and word  
Of Erin's bard, whose art has set  
Her harp and heart in such accord  
They pulse and throb together yet,  
With strains of sweetest melody,  
His glowing fancies should be blent,  
And woven into song should be  
The Shamrock of the Occident.

Cardinal flower. *Lobelia Cardinalis*. Nat. Ord. Lobeliaceae.

This is one of the showiest flowers of the woods and meadows. It is found in low, moist situations, usually near the low lands of streams. It is readily recognized by its bright scarlet flowers, the brightest of all that adorn our fields and woods. It has a single, erect stem with alternate, ovate-lanceolate leaves finely toothed, and terminating in a sharp point. The flowers are borne in a terminal raceme. The calyx is parted into five long, narrow, sharp pointed sepals. The corolla is tubular and irregular, cleft nearly to the base on the upper side of the tube. It is divided into five parts, one on each side of the cleft being very narrow, while the other three are wider and united at their base. The stamens are five in number at the base, but unite into a scarlet tube toward the top and completely enclose the single pistil. Both stamens and pistil are longer than the corolla, and form a curved tube, which is, indeed, a distinguishing characteristic of the whole lobelia family.

Bellflower. *Campanula Americana*. Nat. Ord. Campanulaceae. The tall, wild bellflower grows in rich, moist ground, in open woods and along fence rows. It reaches a height of from three to six feet; has a coarse weed-like stem, lance ovate leaves, finely notched, and ending in a long, sharp point. The lower leaves are sometimes slightly cordate. The flowers are borne at the axils of the leaves in threes, although

only one of each triplet blooms at a time, giving it the appearance of bearing solitary flowers, and so it is described by some botanists. The corolla is a bright, purplish-blue, deeply five-parted and flat, having no resemblance to a bell, as its name would suggest. Each division of corolla terminates in a minute, green point, not discovered without close inspection, and covered with short bristles. Calyx five to six parted, the divisions very sharp-pointed. Stamens five, valve-like at the base, closing round the pistil, and surrounded by a white ring. The style is long, curved, and of the same color as the corolla. It is a handsome flower, on a rather unsightly stem. The stalks, when broken, exude a slightly milky juice. It blooms from July to September.

Skullcap. *Scutellaria*. Nat. Ord. Labiateæ.

There are at least five varieties of this plant growing in this State. Some of them are low, with hollow, square stems, somewhat succulent; others tall, branching, and weed-like. They all have the same characteristics in inflorescence, viz.: a tubular, irregular corolla, with two lips, the upper one arched and closed at the top, the lower one spreading, turning downward a little, and usually slightly notched in the center. The calyx is two-lipped, and has a projection on its upper side. After the corolla falls off this part of the calyx closes down over the ovary like the visor of a helmet. Hence its name. I will describe but one variety. *S. Canescens* has a tall, somewhat branching stem, with opposite ovate, or lance-ovate leaves, notched and pointed, and usually with a minute, purple border. The leaves, themselves, are also, sometimes, spotted with purple. There are small leaves, or bracts, at the axil of each leaf. The corolla is about one inch long; the tube nearly white; the lips blue, the lower one having a white spot at the arch in the center. The flowers are borne in opposite, axillary racemes. This variety blooms in July and August, and may be found in open woods and along fence rows, almost anywhere. It is one of the plants called weeds, and yet it is more beautiful in its flower and more interesting in its habits than many a prized denizen of the flower garden. But it does not obtrude itself upon the attention, like the blazing fire pink, or the haughty cardinal flower; and, consequently, is often passed unnoticed.

## CRAMMING.

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We have studied with much care the proceedings of many of our schools and colleges, and think we have fathomed the principle that underlies their management. The aim of these excellent institutions unquestionably is to diminish population and kill off or irreparably injure the youth of the day. An unprejudiced examination of their methods, and the untiring energy with which these methods are pursued, will, we are certain, convince any candid mind that this is the special work of many of our seats of learning. The work has been carried on with unremitting zeal, and the reason that the results have not been more successful is that such great evils as young people, cannot be entirely removed at once. Even the prompt and energetic measures of Pharoah and Herod in murdering all the children under two years of age only afforded society a temporary relief. Being fully persuaded that young people have no business here, much less any right to determine what shall become of themselves, we shall modestly suggest a system which will, we trust, prove expeditious, economical, and easy of execution; and being based upon nearly the same principles as those in use in many schools and colleges, cannot fail to be successful. Our method is beautiful in its simplicity. It is, briefly, feed the children to death.

It may be said that this is a poor economy, and that, moreover, the plan has been tried and proved a failure. That strawberry festivals have been given under the most favorable circumstances, and the population was diminished by one-tenth, is not to be questioned. Yet it is manifestly unjust to expect to accomplish in a day, or even two or three days, what is now the work of years. You cannot hope to demolish a naturally strong constitution by one festival, no matter how well managed. We maintain that the experiment has not been carried far enough. As to the expense, it is true that even the most moderate priced food, such as milk for babes, is not as cheap as much of the instruction given to our children in the schools; but, on the other hand, if the same quantity of food were given to their bodies which is now bestowed upon their minds, in the same space of time, the result would be more speedy. One simple illustration will prove the truth of this statement. A

young girl writes home from school that she had been ill for two weeks, but that by studying night and day she had been able to catch up with her class. Three days after the school had closed the young lady died of brain fever. Now, it is clear to the most superficial observer that if the girl had been constantly fed, day and night, she could hardly have lived two weeks. This seems to us to prove conclusively the superiority of our plan to those now in use.

We are convinced that if book-cramming were abandoned for food-cramming, shortness of life among the youth could be secured with more certainty. If the book-cramming system be, as it undoubtedly is, so widely popular, why should not food-cramming become even more so? The arguments for both are almost identical. First, it is necessary to eat. Children should be taught to eat. Having been taught they should be made to eat, as some children would rather play or read than eat, and some refuse food from pure disinclination for it. The natural appetite of the child must not be consulted, as this would interfere with the marketing system whereby the mutton of to-day succeeds the beef of yesterday. The natural capacity of the children cannot be taken into account, as it would entail endless labor in adjusting the right proportion of food to their different stomachs; besides this, they might take advantage and eat more on some days than on others. It is better to educate an equal digestion, as there are children who love eating for its own sake; it would be unfair to shrink their appetites, and one rule must answer for all. In one or two schools where the food-cramming system has been followed the children have received marks for the amount they have consumed. It is impossible to enter on the merits of this rule at present, though we may remark in passing that it seems to us to engender a spirit of rivalry and deceit. Children in these schools have been known to throw away the food given to them, and thus they received marks for what they never even attempted to digest. We do not claim infallibility for the food-cramming system. Children have been known to graduate from its schools and live to a green old age, though their stomachs had been overloaded for years. Yet the advantages they had received were not entirely wasted, as they had invariably a ruined digestion. If food-cramming were thoroughly tried, we feel certain that, though

the increase of population might not be at once apparent, yet future generations would be able to dispense with institutions of learning and eating, as, in consequence of the impaired digestions and overworked stomachs of their ancestors, they will be idiotic or incapable of taking any nourishment whatever. We are confident that the system needs only to be presented to an enlightened public to meet sympathy and cordial support.—  
*Sam. Gibe.*

## INSECT METAMORPHOSES.

No. II.

A. W. BRAYTON, M. D.

In biology, development includes all those changes which a germ whether the ovule of a plant, or the ovum of an animal, undergoes before adult life. The main differences in the process, as it occurs in different animals, is in the extent to which these changes are external and visible, or are more or less hidden from view.

To express these differences the terms *transformation* and *metamorphosis* are used, although it must be kept in mind that they are essentially nothing more than variations of development, expressing differences of degree, and not of kind. Transformation, or embryology, designates the series of changes which every germ, whether plant or animal, undergoes in reaching the embryonic condition, changes, in fact, within the egg.

Metamorphosis includes the alterations which take place after exclusion from the egg, and which change extensively the general form and mode of life of the individual.

An insect, such as the butterfly, is a good illustration of the use of these terms, and of the changes already traced in the growth of the house fly. All the changes undergone by the butterfly from the fecundated ovum to the perfect insect constitute its development. The egg first passes through a series of changes which result in the birth of a caterpillar; these changes are the transformation of the egg. The caterpillar grows rapidly; casts its skin several times; becomes quiescent, and in this position is known as a chrysalis. This apparently death-like



stage is continued for a few days, during which, fundamental changes of structure rapidly take place in the interior.

Finally the chrysalis skin ruptures, and forth comes the perfect winged insect, or imago.

To these changes of form (caterpillar, chrysalis, and imago), the term insect metamorphosis is rightly applied, although it should be kept in mind that the changes we have traced in the house fly and butterfly do not differ in *kind* from the changes through which other highly organized groups, as birds and mammals pass. It is simply a difference in degree. In some groups the necessary developmental changes take place before birth, so that after birth they only have to grow, in order to attain the adult stage. In other groups, mainly those whose eggs do not contain enough nutritive material to provide for the complete development of the young, the eggs are rapidly hatched, thus giving birth to imperfect offspring, which, in completing their growth, exhibit those changes in structure and form known as metamorphoses. Indeed, the state of development of the young animal at birth varies immensely. Among mammals, the rodents are born naked, feeble, blind, and dependent; while the implantal mammals, as the opossum and kangaroo, are born of such small size and imperfect development as scarcely to suggest their ancestry. The young opossum is but half an inch long; weighs but four grains; the eyes and ears are covered with skin; the mouth orifice is a mere pin hole, while the hairless tail, except the marsupial pouch, destined to become its most noticeable external character, is but one-fifth of an inch long.

The young of the great kangaroo, first observed by Prof. R. Owen, in 1833, did not exceed an inch and a fourth from nose to end of tail twelve hours after birth, and the skin had the color and semi transparency of an earthworm's.

The chick leaves the egg much more advanced than the blind and naked robin (giving rise to a classification of birds into precocial and altricial, *aves altrices* and *aves praecoces*), while crickets and grasshoppers, among insects, are born more highly developed than the fly or bee.

In many cases the early stages of growth are rapidly passed through, or but obscurely indicated. It is almost universal, however, that either before or after birth animals undergo metamorphosis.

The change is very gradual in the tadpole. In the straight-winged insects, the various stages of growth are so gradual that the terms larva and pupa do not apply.

The apparently sudden and striking changes in external form of those groups of insects which undergo "complete metamorphosis" are very deceptive. They are merely the throwing off of the external skin; the curtain is drawn aside, and a form is revealed, which, far from being new, has been in preparation for days, or even months. It was formerly believed by Swammerdam and others, that the larva contained within itself the germ of the perfect insect, inclosed in the case of the pupa, and that the pupa again was inclosed in three or more skins one over the other, each successively covering the larva, as one Chinese ball is carved within another: "Laborious orient ivory, sphere in sphere."

It is true, however, that in the larva, just before it is full grown, the future pupa may be traced within; and in the same way the advanced pupa discloses the imago, soft and imperfect, but easily recognizable, lying loosely within the pupa-skin.

These reflections seem to show a fact that teachers should bring out clearly to pupils, viz.: That *the suddenness and abruptness of the changes insects undergo is only apparent, and not real*. The internal organs are very gradually changed, even in the Lepidoptera, in which the external forms of the caterpillar and chrysalis are well marked. In the orthoptera and some other groups, the change is almost gradual, from the egg to the adult, and in proportion, we may say, to the degree of quiescence of the chrysalis, or pupa-skin, is the activity of structural change going on underneath.

There has been much speculation as to the reason of these stages in insect growth. Some have thought that as the scavenger work of insects is done mainly in the larval stage (many species not eating after the wings are grown), grubs, maggots, and caterpillars were, therefore, designed to destroy offal and so preserve the balance of purity in nature.

Again, as the mouth parts of some insects in the larval stage are horny jaws, adapted to cutting and grinding coarse leaves, bark, and even hard wood, while the imago of the same insect has the mouth parts developed as tubes and lancets, designed to suck the sweets of flowers, or the juices of animals, a period

of repose, the pupa stage, is necessary that the mouth parts and digestive organs may undergo the requisite changes, adapting them to the daintier diet of the succeeding imago state.

The pupa, in such cases, lives on its own tissues, and on the so-called "fatty masses" stored up in the body during the larval stage. From these it forms new organs, and so subsists as do hibernating animals on their tissues until the spring brings them a new supply of food.

Beside the mouth structure, the position of the skeleton of insects may determine metamorphoses. The vertebrates have an internal bony skeleton (*endo-skeleton*), to which the muscles are attached. Insects have no bones, and the soft parts are necessarily enclosed within and the muscles attached to the skin, which, therefore, is developed as a hard and horny dermal investment (*exoskeleton*), non-vascular, and non-nervous, and of course, incapable of growth. Hence, without a change in articulated animals, a change of form is impossible.

Like growth itself, or reproduction, the metamorphoses of animal forms may be an ultimate fact in nature. They arise in some cases from the immaturity of the condition in which the animal leaves the egg; such are called by Lubbock "developmental metamorphoses." Again, the external forces acting on the larva, as warmth, quality, and quantity of food, and the like, have produced changes in the young having reference to its present wants, as the masticatory jaws of the caterpillar, and having no relation to the adult form. Such metamorphoses are *adaptive* rather than developmental, and simply illustrate the flexibility of animal forms according to environment.

We see, too, that the abruptness of the changes some insects undergo is due to the hardness of the skin, which permits no gradual changes, and is cast off all at once.

Moreover, the immobility of the pupa—the most noticeable developmental stage—depends on the rapidity of the changes within it.

The majority of insects go through three well marked stages after exclusion from the egg. Such are the bees, wasps, ants, ichneumon-flies, gall-flies, saw-flies, etc. (*Hymenoptera*); the butterflies and moths (*Lepidoptera*); the flies, mosquitos, gnats, fleas, ticks, etc. (*Diptera*); and the beetles (*Coleoptera*).

A large number arrive at maturity by passing through a num-

ber of slight changes. Such are the bugs, plant-lice, seventeen and thirteen-year locusts (called locusts only, in America; the locusts of other countries belong to Arthaptera, and are here called grasshoppers, or "hoppergrass occasionally, by the Indiana school boy) the crickets, grasshoppers, cockroaches, walkingsticks, etc. (*Orthoptera*).

In the *Neuroptera*, dragon-flies, May-flies, white ants, etc., the metamorphosis is usually incomplete, though some pass through three stages.

I have said nothing, so far, of that apparently anomalous mode of reaching the adult state, unfortunately known as the "alternation of generations," an inappropriate name applied by Steenstrup, to the alternation of true generation with the totally distinct process of reproduction by budding, or by fission.

The plant-lice (aphides), which infest the roots and foliage of plants, are seen toward the close of autumn to consist of both sexes. These produce true eggs, which are hatched the next spring, but instead of giving birth to both sexes, the young are all of one kind, variously regarded as neuters, or as hermaphrodites. These produce a brood of living young (viviparous), which resemble the parents; and this second generation a third, and so on, until, by fall, ten or more generations are brought forth.

The final autumn brood, instead of wingless individuals like themselves, produce a brood of winged individuals, consisting of both males and females. These pair; the males then die, and the females lay their eggs, after which they die. These eggs hatch the following spring and produce the (agamic) wingless form.

In cases like the above, where the organs of reproduction are functionally perfect before the external form is complete, the phenomenon is not regarded as metamorphosis; this has to do with the life-changes of a single individual from birth to death.

It is the alternation of ordinary generation by fecundated eggs, with viviparous reproduction; in such cases as well as to those in which animals multiply their species by either budding, or by fission, or by both, as in the common fresh water and other polyps, Prof. Owen has employed the term *parthenogenesis*.

We have now shown that the simple question, "Where do the flies come from?" is not easily and briefly answered. It is

easy to define egg, larva, pupa, and imago, but not so easy to show the relations between these forms, and of the entire series to the general subject of reproduction, of which insect metamorphosis constitutes but one brief chapter.

In another number will be given some notes on the order *Diptera* at large, and on some species of the mosquito, gall-gnat, flea, bot-fly, sheep-tick, and house-fly families.

(*To be continued.*)

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### KEEP COOL.

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It is not necessary to be all the while uncomfortably hot merely because the sun shines, the pavements glow and shade trees are almost unknown in the city. Correct habits of body and mind will antagonize and generally overcome the most persistent efforts of the sun. To begin, avoid heating food; most people allow the palate to determine what they shall eat and how much, which is as foolish as to allow the family fire to select such fuel as best pleases it—gunpowder, nitro-glycerine. Do not increase your physical temperature, particularly that of your head, by drinking alcoholic beverages; when water does not suffice as a drink, consult a physician instead of a barkeeper. Use water externally with frequency; no one can get rid of superfluous heat through a skin, the pores of which are tightly sealed. If you have a great many cigars that ought to be smoked before they grow dry and tasteless, give them to your enemy; it is better that his liver should be deranged than yours, for a torpid liver induces a weak, hot head. At least once a day take exercise enough to cause free perspiration; the man who perspires most is always the coolest; the soldier on drill in woolen clothing under a hot sun, with the thermometer in the nineties, is more comfortable than the loungeur in white linen and sun umbrella who looks at him. If you have a first-rate thing to get angry about, lay it carefully away until cold weather. Do not worry; it is frightfully heating as well as physically extravagant. Sleep regularly and full hours, resisting the temptation to sit up late because the evening is the only cool part of the day. A hundred other suggestions might be offered, but the above, if followed, will enable many a heat-stricken mortal to imagine that this is not so dreadfully hot a summer after all. —*New York Herald.*

## EDITORIAL.

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If you do not get your JOURNAL by the 15th of the month, write at once.

Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you wish the address of your JOURNAL changed, give the old post-office as well as the new, together with the county in each case.

Last month we advertised for a few copies of the May JOURNAL for 1878. Several persons, by mistake, sent May, 1879. We do not need these, but still wish a few more for '78. We desire, also, a few July numbers for 1878, on the same terms, viz., extension of time of subscription.

There is no official for this issue of the JOURNAL, State Superintendent Smart having been absent the entire month. He has been taking advantage of the dearth of official business in the hot season to recuperate his health which is not at all good. He expects to be at his post on and after Sept. 1st, and the official department of the JOURNAL will hereafter receive his usual attention.

We shall be glad to publish a short report of each county institute, and if such a report does not appear in the JOURNAL, teachers will understand that it has not been furnished. We shall be glad to have reports of the normals held also. Educational items are always welcome. The JOURNAL is sometimes criticised for neglecting certain counties, when the fault is wholly with the superintendent.

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## ANSWERS TO THE STATE BOARD QUESTIONS.

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We begin the publication this month of answers to the State Board questions. We publish them in answer to numerous requests from teachers. Whether it is the best thing to do for our readers, will depend entirely upon how they use these answers. If these answers are to save teachers the labor of looking up and determining the answers for themselves, then they will do more harm than good. But if teachers will do the best they can to answer all questions and refer to the printed answers only as a means of comparison, and occasionally to determine an answer not to be found in text-books within reach, then they will serve an excellent purpose. For want of space, the answers are not full, but the *main points* are given in the *shortest form*.

FIRST DAY OF SCHOOL.

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The JOURNAL always tries to adapt its pages to the special needs of teachers, and endeavors, as far as possible, to anticipate any emergencies that may arise. Within a few weeks, at most, thousands of teachers will enter upon their school work for the year. Many young teachers will begin work for the first time; many others will begin work in a new place. The object of this article is to make a few practical suggestions that will be specially applicable to the above named classes of teachers.

1. Upon no other day of the school year does so much depend. The impressions made the first day, especially the first morning, will be lasting, and will have a powerful influence for good or for bad upon all future work.

2. Know definitely the organizations of the preceding school, especially the classification, and the page to which each class had advanced. This information can be obtained from the records of the former teacher, or from the pupils. In some way *get the information*.

3. See to it, that your school house is in good condition before the school assembles.

4. Prepare carefully your opening exercises, and make them *brief*. The opening "talk" should not exceed five minutes in length, and should be of such a character as to gain the confidence of the pupils and put them at their ease.

5. Announce no rules of order, but say, I expect each pupil to do just what he thinks is right. I desire to learn just what your notions of a good school are. If I find that your ideas do not agree with mine, we shall have to talk over matters a little.

6. *Begin as you expect to continue*. Allow no liberty the first day that you do not expect to grant next week and next month.

7. After these very brief preliminaries, in the quickest way possible, *give each pupil something to DO*. One of the quickest ways in which to do this, is to assign work in arithmetic. Having previously selected the lessons—turning back a little from the page to which the class had advanced at the last school—assign a certain number of problems to be solved, and ask that the work be done neatly, and left upon the slates for your inspection. In five minutes lessons can be assigned to all the classes in arithmetic, and these include a large majority of every country school, and it insures diligence for some time to come. Call the large pupils not included in the above classes, and by a few questions, find their advancement in arithmetic, and assign work with one of the classes organized, temporarily. Then give attention to the little ones, making it a point to send each to his seat with *something to DO*. By this method, every pupil in any ordinary school can be assigned work in from ten to fifteen minutes.

8. Hear these classes rapidly, indicating your method of examining work and hearing recitations, and assign work in other branches. A skillful teacher will never allow any of his school to become idle.

9. The secret of success in organizing a school lies in the ability of a teacher to assign work *promptly* and to keep the pupils *busy*.

10. Follow as closely as possible the classification and programme of the former teacher, and make changes as experience dictates.

11. Never waste time by taking the names of pupils the first thing. Any other time is better.

12. Study your work carefully, and have clearly in mind just *what* you are going to do, and *how* you are going to do it, before beginning. In this way you will gain and retain the respect and confidence of your pupils.

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### COUNTY SUPERINTENDENCY.

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It is a fact that can not be denied, that there is a strong sentiment in this State against county superintendency. It is well known that a bill abolishing the law passed one branch of the last legislature, and would have passed the other, had not the friends of the law been specially active in its defense. These facts call for thought; call for *action*. It is true that the principal part of the opposition comes from those who do not understand the purpose and scope of the law. The people, as a rule, do not fully understand it; and, therefore, they do not wish to be taxed to support it.

*What is to be done?* This: 1. Let each superintendent do his work honestly and faithfully—in such a way as to disarm opposition on the part of all who know and understand his work. 2. Take every proper occasion to let the people know what the work of the county superintendent is. Use the county papers; hold public meetings in every township, and in every district if possible, and take a part of the time to explain what the superintendent is doing for the schools; see, personally, influential citizens, and talk to them, or give them articles to read on the subject that will inform them.

If the ninety-two superintendents in the State will act upon the above suggestions, the next legislature is not likely to trouble the law, but if nothing is done in the mean time, trouble may be expected.

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### TRUSTEES SHOULD SELECT TEACHERS.

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The law makes it the duty of trustees to select and hire teachers. The old law permitted the people of a district to select. Although the old law has been superseded by the new for more than six years, it is still in force in more than half the townships of the State. The trustees of these townships do not like to assume the responsibility which the new law imposes, and so the district meeting for the purpose of selecting teachers still holds sway.

The evils growing out of these meetings can not easily be exaggerated. There are almost always several candidates for the same school, one or more often having relatives in the district. The canvass is generally hot, and the meeting exciting. The defeated candidates are usually dissatisfied, and not unfrequently charge fraud upon the successful party. The successful candidate frequently has to enter school with nearly half the district bitterly opposed to him; and, much as it is to be regretted, this opposition does not cease when school begins. Family and neighborhood feuds are often generated in this



way that last for years. Under such circumstances, schools can do but little good. It is the testimony of all State superintendents, that under the old law more questions and more appeals come to them, growing out of these meetings, than from all other sources combined.

To avoid these contentions, the new law was passed, and while it is not quite so democratic, it is much the best for the schools. If the trustee selects the teachers, as a rule, the same ones will remain in each township as if the people selected them, but there would probably be some difference in the arrangement of them; and the probabilities are strongly in favor of the trustees' making the more equitable distribution. But the principal argument in favor of the present law is, that it puts each teacher in a school without the excitement and prejudice against him generated by the meeting. The present law may not be the best possible, but it is, without question, a great improvement upon the old one. Both the oath of office and the good of the schools demand that trustees shall carry out the law as it stands.

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### WHAT IS IT TO EDUCATE?

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Both Worcester and Webster define "education" as a *leading forth*, and derive the word from *e*, from or forth, and *ducere*, to lead. The editor of the *School Bulletin* rejects these authorities, and insists that the word is derived from *educare*, which means *to nourish, to rear, to bring up*. The writer condemns the former derivation and its teaching, and commends the latter.

It will be observed that neither Webster nor Worcester says that to educate means to draw out knowledge, but they both teach that to educate means to draw out and develop the powers of the mind. The new derivation suggested is just as liable to misinterpretation and misapplication. The idea of simply feeding a child's mind is just about as far from the true ideal of what education should consist in as the idea of drawing forth knowledge.

"Instruct" is derived from *in*, in, and *struere*, to build; instruction is an in-building—a building in the mind. The idea conveyed by this word suggests very naturally the *pouring-in* process. It implies that the building in of knowledge is done from the outside. *Educare* signifies a nourishing—an up-building of the mind by a growth, including the additional idea of assimilation which the word instruction lacks. But it must be borne in mind that assimilation alone does not insure *healthy* growth—it may be abnormal, it may be fatty, it may lack fibre.

The idea of stuffing a child to make it grow, if not as absurd, is just about as harmful as to insist on its telling something before it has any ideas to express. The notion that education consists in *drawing-out*, has had some very ridiculous methods of teaching. The blunder consists in attempting to draw knowledge from a child when it has none, instead of endeavoring to draw out, enlarge, and strengthen the powers of mind.

If we define education as meaning "rational development of all the faculties of the mind," then it includes all the above ideas. The true idea of education includes instruction, information, and *training*.

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JULY, 1879.

#### WRITING—*Specimen of Penmanship.*

1. Write the following with care in your ordinary handwriting:

“Upon the motley-braided mat  
Our youngest and our dearest sat,  
Lifting her large, sweet, asking eyes,  
Now bathed within the fadeless green  
And holy peace of Paradise.”

2. What is the first characteristic of good business writing? The second? 10.
3. What would you do with a boy coming into your school as a new scholar, who is pretty well advanced in other things, but a very poor writer? 10.
4. Write all the small letters in order and connectedly on a proper scale of heights, lengths, spacing, etc. 20
5. Write the first ten capitals and connect each with a short word? 10

#### ORTHOGRAPHY.

1. What is a syllable? 10.
2. What is the difference between a vocal and an aspirate? 10.
3. (a) How many and what sounds has *th*? (b) Give an example of each?  $a=6$ ;  $b=4$ .
4. What sounds compose the spoken words *Europe*, *weight*, *thorough*, *scheme*, *chyme*? 5 pts., 2 each.
5. Write phonically the words *Europe*, *weight*, *thorough*, *scheme*, and *chyme*, and mark each vowel with the proper diacritical sign. 5 pts., 2 each.
- 6 to 10. Spell ten words pronounced by the superintendent. 5 for each word.

NOTE —The applicant should be required to write the ten words on paper.

#### READING.

“No ceremony that to great ones 'longs,  
Not the king's crown, nor the deputed sword,  
The marshal's truncheon, nor the judge's robe,  
Become them with one half so good a grace  
As mercy does.”

SHAKSPEARE.

1. Who and what was Shakspeare? Where did he live and when? What was the character of his writings? 5 pts., 2 each.
2. What does the apostrophe in the first line signify? What, those in the second and third lines? 2 pts., 5 each.
3. What is the meaning of the following words as used in the above passage: *ceremony, deputed, truncheon, robe, grace*? 5 pts., 2 each.
4. What officer bore the deputed sword? of what was the judge's robe formerly made? 2 pts., 5 each.
5. What idea did the author desire to convey in the foregoing extract? 10.

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

## ARITHMETIC.

1. Give a rule for addition that can be applied with equal propriety to simple, decimal, and compound numbers. 10 or 0.
2. What will be the cost of a pile of wood 12 feet long, 3 feet 9 inches wide, and two feet 6 inches high, at \$2.56 per cord? Proc. 6; Ans. 4.
3. Two men bought a barrel of flower; one paid \$4 4-5, the other \$5 2/3, what part of it should each receive? Proc. 5; Ans. 5.
4. If 12 oz. of wool make 2 1/2 yards of cloth which is 1 1/2 yards wide, how many pounds will it take to make 150 yards only 5-8 yd. wide? By proportion. Statement 5; Ans. 5.
5. What fraction less 10 per cent. of itself, equals 3/8? Define base and percentage. Proc. 3; Ans. 3, Def. 2 each.
6. What is the amount of \$343 for 1 year, 1 month, 1 day, at 5 3/4 per cent.? Define interest. Proc. 4; Ans. 4; Def. 2.
7. I bought a bill of goods for \$468 on a credit of 60 days. I accepted an offer of 6 per cent. discount for cash, and borrowed the money at bank, giving my note for 60 days, discounted at 5 1/2 per cent. Did I gain or lose by accepting the offer? How much? Proc. 5; Ans. 5.
8. If 9 men can do a piece of work in 5 1/2 days, in how many days can 7 men do the work? By analysis. Proc. 5; Ans. 5.
9. The diagonal of the floor of a square room is 25 feet. What is the length of one side in feet, carried to two decimal places? What is the area of the floor? Proc. 6; Ans. 2, 2.
10. A rectangular park is 16 rods long, and 10 rods wide. What will it cost to make a gravel walk around it on the outside, 12 feet wide, at \$0.45 per square yard? Proc. 5; Ans. 5.

GRAMMAR.—1. What is the distinction between Etymology and Syntax? 10.

2. What classes of nouns form their plurals by addinig *es* to the singular? 10.

3. Give the masculine or feminine corresponding to the following words: son, marderer, aunt, votaress, hind, goose, negro, hero, host, czar.

1 off for each error.

4. What kind of clauses are introduced by relative pronouns? 10.
5. What are the points in which nouns and pronouns are alike? unlike? 2 pts., 5 each.
6. Give the negative, interrogative, progressive form of the past perfect, potential, of the verb *study*. 10.
7. What are defective verbs? Name them. 2 pts., 5 each.
8. Correct: A copious selection of examples are given, and parse the verb. 2 pts., 5 each.
9. Analyze: The great business of man is to improve his mind and govern his manners. 10.
10. In the above parse *mind* and *govern*. 2 pts., 5 each.

GEOGRAPHY.—I. (a) In what zone do you live? (b) Why has it two distinct seasons? (c) Why is the winter cold? a=3; b=3; c=4

2. Why are icebergs in the Antartic Ocean a proof of the existence of land in the southern part of that Ocean? 10.
3. What two southern States does the Appalachian range separate? 2 pts., 5 each.
4. What great lake lies wholly within the original Northwest Territory? What three great lakes constitute part of the boundary of that territory? 4 pts., 3 off for each omission.
5. What relation, as to position and direction, does the great plateau of each continent bear to the chief mountain system of that continent. 10.
6. Name five chief imports of the United States. 5 pts., 2 each.
7. Name the capitals of Austria, Spain, Asiatic Turkey, Persia, Egypt. 5 pts., 2 each.
8. Locate Land's End, Straits of Gibraltar, Sicily, Cyprus, Iceland. 5 pts., 2 each.
9. For what is the river Rhine celebrated? For what Switzerland? 2 pts., 5 each.
10. To what three important families of men do the inhabitantants of the Austrian Empire belong? 3 pts., 4 off for each error,

- HISTORY.—I. What was the Stamp Act of 1765? 10.
2. Tell the story of Fulton and his steamboat. 10.
  3. What were the leading traits of Alexander Hamilton's character? 10.
  4. What were the main provisons of the treaty of Ghent, 1814? 10.
  5. Who was Lafayette? 10.
  6. What was President Jackson's action with reference to the U. S. Bank? 10.
  7. What was the "Dorr Rebellion," Rhode Island, 1842? 10.
  8. What was the Wilmot Proviso, 1846? 10.
  9. Describe John Brown's attempt to incite insurrection, 1859, 10.
  10. (a) Which State was the first to secede in 1860? (b) Name those that followed. a=3; b=7.

NOTE.—Narratives and descriptions not to exceed six lines each.

PHYSIOLOGY.—1. Why are the bones of adults more easily broken than those of children? 10.

2. What are flexor muscles? Extensor muscles? 2 pts., 5 each.

3. Where is the pyloric orifice, and what is its function? 2 pts., 5 each.

4. Name four juices employed in digestion, and give the function of the first named. 5 pts., 2 each.

5. Name the organs of circulation. 4 pts., 2½ each.

6. What is the object of respiration? 10.

7. Where is the glottis, and what is its function? 2 pts., 5 each.

8. Describe the retina of the eye. 10.

9. What is the object of winking? 10.

10. Why is bathing conducive to health? 10.

THEORY AND PRACTICE.—1. Which should be taught a child first, the *process* of writing numbers or the *rule* of notation? Why? 2 pts., 10 each.

2. How would you show a child that the appearance of ships at sea is a proof of the earth's rotundity? 20.

3. What is meant by teaching a definition, principle, or rule inductively? 20.

4. What is the chief object of punishment in school? Give two subordinate objects? 2 pts., 10 each.

5. Why should a teacher never resort to such personal indignities as pulling the hair or snapping the ears of a pupil? 20.

## ANSWERS TO STATE BOARD QUESTIONS.

These answers are not as full as might be, for want of room, but the *main points* are given in the shortest possible space, and it is believed that this will serve every practical purpose.

ARITHMETIC.—1. Write units of the same denomination under each other. Commence to add at the right hand. Divide the sum of each denomination by the number it takes of that denomination to make one of the next higher; write the remainder, if there be any, under the denomination added, and add the quotient to the next denomination.

2. \$2.25.

3. First, 36-71; second, 35-71.

4.  $2\frac{1}{2} : 150$  } 12 oz.: 25 lbs. Ans.  
 $1\frac{1}{2} : \frac{5}{8}$  }

5. 5-12. Base is that upon which per cent. is reckoned. Percentage is any number of hundredths of the base.

6. \$364.42. Interest is the sum paid by the borrower to the lender for the use of money.

7. \$0.14 gain.

8. 7 1-14 days.

9. 17.67 feet length of each side—312.5 square feet area.
10. \$543.60.

GRAMMAR—I. Etymology treats of words, their derivation, their properties; and Syntax treats of their relation to other words in a sentence.

2. (a) Nouns regularly form their plurals by adding *es*. (b) English nouns ending in *o*, preceded by a consonant, add *es*. (c) Common nouns ending in *y*, preceded by a consonant, change *y* into *i*, and add *es*. (d) Nouns ending in *f*, change *f* into *v*, and add *es*.

3. Son, daughter; murderer, murderess; aunt, uncle; votaress, votary; hind, stag; goose, gander; hero, heroine; negro, negress; host, hostess; czar, czarina.

5. Nouns and pronouns are both used to designate objects of thought, and have the same modifications. Nouns are words used to represent objects, while pronouns are words used to represent names.

6. Negative, I could, would, should or might not have studied; interrogative, could I have studied? progressive, I could have been studying.

7. Defective verbs are those that lack *some* of the principal parts. They are: Beware, can, may, must, ought, shall, will, quoth, wis, wit, methinks.

8. A copious selection of examples is here given. *Is given* is an irregular, transitive verb from *give*. Principal parts, give, gave, given. Found in the passive voice, indicative mood, present tense, third, singular, to agree with its subject selection.

9. Simple sentence. Subject, The great business of man. Predicate, Is to improve his mind and govern his manners. Subject word is *business*, modified by the adjectives, *the* and *great*, and the adjunct *of man*. The verb is *is*, combined with the compound infinitive phrase "to improve his mind and govern his manners," which is really an attribute of the subject. *To improve* is modified by the objective mind, which, in turn, is modified by the possessive pronoun *his*, while *to govern* is modified by the objective manners, and this by the possessive *his*.

10. *Mind* is objective case governed by *to improve*. *To govern* is an infinitive, used as a noun, nominative case, being predicate nominative after the verb *is*.

GEOGRAPHY.—I. (a) N. temperate; (b) owing to the variation in the obliquity with which the sun's rays strikes the earth; (c) because of its latitude and the influence of ocean currents modified by mountain ranges.

2. Icebergs are always formed on land.

3. North Carolina and Tennessee.

4. (a) Lake Michigan, (b) Erie, Huron, Superior.

5. In the Western Continent the principal mountain ranges run north and south, and the principal plateaus lie east of them. In the Eastern Continent the principal ranges extend east and west, and the principal plateaus lie north of them. Africa, an exception.

6. Coffee, cotton goods, silks, sugar, woolen goods.

7. Vienna, Madrid, Mecca, Teheran, Cairo.

8. Land's End, southwest point of England; Straits of Gibraltar, separates Spain from Africa; Sicily, just southwest of Italy; Cyprus, in east end of Mediterranean; Iceland, between Norway and Greenland.

9. Rhine, noted for its beautiful scenery and its historic castles and cities; Switzerland, for grand mountains and beautiful lakes.

10. Germans, Czechs and Slovaks, Magyars, or Hungarians.

**HISTORY—1.** The Stamp Act was an act of the English parliament providing that all legal documents, such as bonds, deeds, mortgages, etc., should be executed on paper bearing an English stamp, this stamped paper to be provided by the British government and paid for by the colonists.

2. Robert Fulton, a distinguished American inventor, first perfected the idea of navigation by steam. He was aided in his early experiments by Robt. Livingston, with both advice and money; and later, Congress made appropriations for his use. His first boat was named the Clermont, and made its trial trip on the Hudson between New York and Albany in the summer of 1807.

3. Alexander Hamilton was a man of extraordinary ability, ambitious, just, courteous, and possessed of great tact.

4. The main provisions of the treaty of Ghent, in 1814, were the settlement of the possession of some small islands off the east coast of the United States and the settlement of some unimportant boundaries. Its chief significance was that the two nations having been at war agreed to peace.

5. Lafayette was a French nobleman, who had firm faith that America was entitled to her liberty as a nation. He left home, friends, wealth, position, and came to this country to offer his services to Congress. He asked that he might be permitted to enter the army as a volunteer. Congress gave him the rank of major-general. He rendered very important service to the American army, and at close of the revolution, went back to France. In 1814, he revisited America by invitation of President Monroe. His visit was a continued triumph. To the close of his life he remained true to his Republican convictions, and was always to be found on the side of justice and liberty.

6. President Jackson took strong grounds against re-chartering the United States Bank. In 1832, when a bill was passed by Congress favoring its re-charter, he vetoed the bill, and since a two-thirds vote could not be secured, the bank ceased by its original limitation.

7. In 1842, the people of Rhode Island almost unanimously concluded that the State constitution needed amending in regard to the right of suffrage. The manner of changing the charter gave rise to two parties, one of which chose Samuel W. King; the other, Thomas W. Dorr, as governor. The former was called the "law and order" party; the latter, the "suffrage" party. Both factions undertook to guide State affairs, but the United States troops being on the side of law and order, Dorr and his adherents were dispersed, and Dorr, himself, was captured, and sentenced to imprisonment for life. His sentence was commuted in 1844.

8. The Wilmot Proviso was a bill brought before Congress in 1846 by David Wilmot, of Pennsylvania, to prohibit slavery in all the territory which might be secured by treaty with Mexico. The bill was defeated, but gave rise to the Free-soil party.

9. In the fall of 1859, John Brown, of Kansas, attempted to incite a general insurrection among the slaves. With twenty-one men, he made a descent upon the United States Arsenal at Harper's Ferry, which he held for two days. National troops and the Virginia militia were called out to suppress the rebellion. Thirteen of Brown's men were killed, two escaped, and the remainder were captured. Brown, himself, was hung by the Virginia authorities.

10. South Carolina seceded in 1860; in 1861, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, North Carolina.

PHYSIOLOGY.—1. The bones of adults contain more earthy and less animal matter than do those of children, and are, therefore, more brittle.

2. Flexor muscles bend the limb or body, and extensor muscles straighten them.

3. The pyloric orifice is the lower opening from the stomach, and its function is to allow the chyme to pass into the duodenum.

4. Saliva, which serves to moisten the mouth, to moisten and soften the food, and which, also, is supposed to have some chemical influence in the stomach, the gastric juice, the bile, and the pancreatic fluid.

5. Heart, arteries, veins, capillaries.

6. To purify the blood.

7. A small aperture at the summit of the larynx. It aids in the modulation of the voice.

8. The retina is an extension of the optic nerve; is the lining membrane of the eye, and receives the images of objects seen.

9. To protect the eye and keep it moist.

10. It keeps the skin in a healthy condition, by keeping open the pores.

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### THE NATIONAL EDUCATIONAL ASSOCIATION.

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The National Association which met in Philadelphia the last days of July, was not marked in any way to distinguish it from other meetings of the same body. It was expected that it would be very much larger than usual, but the attendance was little, if any, above the average. The programme, which was published in this paper two months ago, was certainly up to the average, and it was well carried out. The president, Dr. John Hancock, of Ohio, had matters well in hand, and presided with ability and general satisfaction. The morning and evening sessions were devoted to the work of the general association, and the afternoons to the work of the different sections.

Philadelphia made the members of the association welcome, not simply by words, but by actions. Almost every place of interest and notoriety (and the city is full of such) was thrown open to them. The permanent Exposition was opened *free*, and in addition to the exhibit, the association was treated to an evening entertainment by a juvenile "Pinafore" performance which was *excellent*. Thanks to Dr. Paxton and his associates. J. P. Wickersham, the superintendent of Public Instruction for Pennsylvania, deserves credit for helping on all these pleasant arrangements.



Owing to a combination among all the principal railroads leading to the sea-board, less favor was shown the association than ever before. No reductions were secured west of Pennsylvania. This, doubtless, had much to do in preventing a large attendance.

Officers for the coming year are: J. Ormond Wilson, of Washington, D. C., president; W. D. Henkle, of Ohio, secretary; Eli T. Tappan, of Ohio, treasurer. The next meeting is to be held at Chatauqua, N. Y.

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### A QUESTION OF AUTHORSHIP.

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J. WARREN MCBROOM.

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Who was the author of the terse pregnant phrase, "A government of the people, for the people, by the people?" This is a question of interest to teachers as well as to all other citizens, of the unique government so described. Judge D. P. Baldwin, in an article that appeared in the JOURNAL for July, called it Lincoln's definition of our government. A venerable judge and politician of my acquaintance, says that the phrase was first used in a speech made by Stephen A. Douglass to the people of Chicago, when they raised such a hubbub over the repeal of the Missouri Compromise. Doubtless he used the words then, but surely he did not quote from Mr. Lincoln. No doubt Lincoln often quoted the words, as what politician of the last quarter of century has not? But, if I am not mistaken, the phrase is older than Lincoln or Douglass. I hesitate to join issue with a man so accurate and scholarly as Judge Baldwin, of Logansport. But I find, in my own mind, a conviction that those words were first used by the great apostle of Transcendentalism, Theodore Parker, of Boston. I can not now recall the ground of that conviction, but sometime, and somewhere, I have seen it stated on what I have accepted as good authority. Some reader of the JOURNAL may be able to answer the question; or, perhaps, Judge Baldwin will kindly look into the matter and report to us.

COVINGTON, IND., August 4, 1879.

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### A CORRECTION.

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CANNELTON, IND., August 7, 1879.

*W. A. Bell, Editor School Journal:*

DEAR SIR:—You were entirely misinformed as to who conducted the Normal at this place. At your request, I wrote you as plainly as I could that Prof. H. B. Boisen would conduct the school. I had the honor to be one of his pupils, and as such, can recommend him as a very able instructor.

Very respectfully,

M. F. BABBITT.

## ANSWERS TO QUERIES.

In a former JOURNAL it was asked to analyze the following sentence and to parse the italicized words: "None can resist that mortal *dint* *save* *he* who reigns above."

This is a complex declarative sentence, of which *none can resist that mortal dint* is the principal clause, and *save he who reigns above* is the subordinate clause. *None* is subject nominative unmodified; *can resist* is the predicate verb, modified by the direct object *dint*, and also by the complex subordinate clause *save he who reigns above* (can resist that mortal dint.) *He* is the subject nominative of subordinate clause, modified by the relative clause *who reigns above*. *Save* is a subordinate conjunction equivalent to *except*, and connects the principal and subordinate clause. *He* is the subject of *can resist* understood.

*Dint* is a noun, common, neuter gender, third person, singular number, and in the objective case, object of the verb *can resist*.

"Teach me to love and to forgive;  
Exact my own defects to scan;  
What others are, to feel; and know myself a man."

This is a complex imperative sentence, of which *thou understood* is the subject nominative, and *teach*, the predicate verb. *Teach* is modified by the indirect object *me*, and (1) by the objective infinitive phrase *to love and to forgive*; (2) by the objective and infinitive phrases introduced by *to scan*, *to feel*, and (to) *know*. *To scan* is modified by the direct object *defects*, and by the adverb *exact* (*exactly* in prose.) *To feel* is modified by the relative clause *what others are*, of which *others* is the subject nominative, *are what* the predicate, and *are* the predicate verb, combined with the predicate modifier *what*.

*To know* is modified by the objective phrase *myself* (to be) *a man*.

*Man* is in the objective case—same case as myself by predication.

*What* is a compound relative equivalent to *that which*. *That* is the object of *to feel*, and *which* is the nominative case after *are*.

A rectangular solid contains 1280 cubic inches, and the length, width, and height are to each other as 8, 5, and 4. What are the dimensions of the solid?

Solution: Let  $8x$  = length,  $5x$  = width, and  $4x$  = height. Then  $160x^3$  = solid contents = 1280 cubic inches.  $x^3 = 8$ ,  $x = 2$ ,  $8x = 16$ ,  $5x = 10$ , and  $4x = 8$ . The solid is 16 inches long, 10 inches wide, and 8 inches high.

From the above algebraic solution we derive the following rule: Multiply together the three numbers representing the ratio of the dimensions, divide the solid contents by this product, and extract the cube root of the quotient. Then multiply this root by each of the numbers representing the ratio and these results will be the dimensions required.

QUERY.—What is the construction of *to strike*, in the following sentence: "He that hopes to be conceived as a wit in female assemblies, should have a form neither so amiable as to strike with admiration, nor so coarse as to raise disgust."

*To strike* is an infinitive construed with *as*, a conjunction used in comparison. "So amiable as to strike" is equivalent to "amiable enough to strike," in which case *to strike* is construed with *enough*, an adverb of comparison.

The expression may also be expanded, and may read: "He should have a form neither so amiable as (it would be amiable) to strike with admiration;" in which case *to strike* would depend upon the adjective *amiable*.

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### NEW DEPARTURE.

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*Editor Indiana School Journal:*

In these days of "Reform" and *New Departures*, will you let me propose a few, which I am sure are improvements:

1. When *inter* is prefixed to any noun, as to *ocean*, *college*, etc., to denote a reciprocity of relations between two or more things, each bearing the same name, the compound word thus formed is always an adjective. It can not be anything else. It has no need, therefore, of *i*, *e*, *ate*, *ous*, *ful*, or any other adjective ending. And I will not waste my time, my voice, my ink, and my paper in writing and reading the useless appendage.

An *inter-ocean* canal between the Atlantic and the Pacific will be worth many millions to the commerce of the world in the way of shortening *ship-travel*; and this little spelling reform will be worth *something* to the literature of the world in the way of shortening *pen-travel*, and saving both time and ink. Who will follow the new departure?

2. Analogous to this is *bare* prefixed to the name of any part of the body to denote a partial nakedness, as *bareheaded*, *barefooted*, *barehanded*, *barelegged*, *barebacked*, etc. In all these words the participle-ending is absurd, as the other part is never a verb; and any adjective-ending is superfluous.

*He worked all day, both barefoot and barehead, and of course, caught cold, and is now sick.* This sentence is made neater and better as well as shorter, by the "reform." Who will follow it? I will go alone if I find no following.

M. M. CAMPBELL.

BLOOMINGTON, IND., July 21, 1879.

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STATE UNIVERSITY LIBRARY.—The Library Committee of the State University at Bloomington, Godlove S. Orth, Judge Banta, Isaac Jenkins, and R. D. Richardson, met at Indianapolis recently, and decided to make extensive purchases of books for the library, which now numbers 9,000 volumes. Special efforts will be made to obtain a copy of every book whose author has ever resided in this State.

The Kokomo Tribune sustains an excellent educational column.

We have not seen any Institute programme quite as unique and complete as that which reaches us from Madison county.

A teachers' convention will be held at Crown Point, September 6, 1879, to which all teachers and friends of education are invited.

W. W. CHESHIRE, Superintendent.

The summer school of Philosophy at Concord, Mass., conducted by A. Bronson Alcott, heretofore noticed in the JOURNAL, proved a triumphant success, both financially and otherwise. The controlling element was markedly conservative. Further notice will be given next month.

Some months ago a large number of leading men in the Methodist Church, who are specially interested in educational matters, made an attempt to unify the educational work of the State done by this Church. The proposition to make the other institutions tributary to Asbury has been only partially successful. Stockwell Academy and one or two others consent, but Moore's Hill prefers to maintain its independence.

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### INSTITUTES AND NORMALS.

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DELAWARE COUNTY.—The institute in this county opened Monday, August 11, at Muncie. Ninety teachers made their appearance the first morning, and one hundred and twenty-five were enrolled the first day. The institute was divided into two sections, one under the charge of A. W. Clancy, county superintendent; the other under the direction of D. H. Shewmaker. Regular recitations were conducted in the different subjects; order was especially insisted upon, and the several classes gave earnest attention. Each teacher was given a seat at the time of his entrance. If he was absent from roll call he lost his seat for that half day, and two half-day absences forfeited his seat for the week. This plan secured great punctuality.

Miss Belle Thomas, primary superintendent of the public schools of Syracuse, N. Y., gave a number of very instructive lessons on primary reading.

Among the resolutions which covered the usual ground, were the following:

*Resolved*, That we endorse the steps taken by the county superintendents in raising the standard of grade on examination as a protection for professional teachers.

*Resolved*, That we urge a diligent use of Webster's Dictionary, giving special attention to diacritical marks.

BARTHOLOMEW COUNTY.—The Teachers' Institute, which convened at Columbus, August 11 to 15 inclusive, was a very pleasant and profitable session. The enrollment was one hundred and forty-five. Of this number, one hundred and twenty are active teachers of the county, most of whom will have

places in our schools the the coming term. The instructors were W. T. Stott, of Franklin College, who gave an able and interesting course of lectures in "Political Economy;" David Graham, of Rushville, who gave lessons in "History and Map Drawing;" J. W. Caldwell, of Seymour, who presented the subject of "Physiology," illustrated by charts and diagrams of his own construction; and W. A. Bell, of the SCHOOL JOURNAL, who gave talks on the use of words and primary reading. A. H. Graham gave instruction in methods of illustrating the various branches, which, to be understood and appreciated, must be heard. S. F. Richman, of the city schools, gave lessons in arithmetic and history; and H. M. Connelly, principal of the schools at Elizabethtown, gave instruction in primary arithmetic and proportion. Several practical talks to the teachers were given by Superintendent Wallace. A lecture on physiognomy by W. T. Strickland, late of the Hope schools, commanded close attention. A new and interesting feature was the reading of the "Institute Daily," edited by Misses Lettie Dillon and Ella Wallace. It was spicy, lively, witty, and instructive, and drew forth hearty commendations from the members of the Institute.

The social on Tuesday evening was enjoyed by all present, and the lecture on Wednesday evening, by Prof. Stott, on "The Subserviency of Matter to Mind," was replete with good things. From the deep interest manifested by teachers in the discussion of the various subjects presented, we anticipate faithful work in the school room the coming year.

J. M. WALLACE, Superintendent.

S. M. GLICK,

S. T. RICHMAN,

Secretaries.

JEFFERSON COUNTY.—The teachers of Jefferson county met in Institute at Madison, August 11, and held a most interesting and profitable session. Instruction was given in the different branches by Eli F. Brown and William A. Bell, of Indianapolis. These names are a guarantee that the work was well done. Several of the home teachers did good service also. A request was made that the JOURNAL publish Mr. T. V. Dodd's paper on Ocean Currents.

Prof. Brown's lecture on "Other Worlds than Ours," and Prof. Bell's lecture on "The Darwinian Theory Applied to Education," were well received by those who heard them. They were highly commended by some of the leading citizens.

Number of teachers enrolled, one hundred and twenty-seven.

E. K. TIBETTS, County Superintendent.

I. B. MOUNT, Secretary.

The ten weeks' Normal at Bloomfield has been very satisfactory. The enrollment for the first day was over eighty; at date there are one hundred and thirty-one in attendance. The attendance is regular and the interest good. A certificate of graduation in the common branches will be given at the close to those showing extra skill. R. A. Ogg, Theo. Menges, and J. W. Walker are instructors; Superintendent Axtell is general manager.

Three Normals were in operation in White county at the same time. There were over one hundred teachers enrolled in the three.

The Lagrange Normal has in attendance one hundred pupils. It began July 14, and continues in session eight weeks. The following are among its noticeable features: It has in connection with it a primary department, taught by the best primary teacher to be had. The Normal is divided into four divisions of twenty-five each, and they are required to attend the primary training school one-half day in four and take notes; the remainder of that day they are taught by persons selected from the division, and the lessons are the same recited by the sections. This works well.

OHIO COUNTY.—The Institute in this county was held at Rising Sun, August 11 to 15. On the first morning the organization was completed, and work commenced in ten minutes in accordance with a previously-arranged programme. The instructors, I. B. Sherman and M. S. Marble, kept in view the object of the Institute, viz.: To help the teachers help themselves. Abstract subjects were let *severely* alone, and those things needed in our schools at this time were treated. The teachers did most of the talking, while the instructors guided the work. Monthly examinations of pupils was treated of in all its bearings, and many teachers, who formerly could see no use in such "waste of time," went away thoroughly convinced that examinations are as essential as any other part of the school work. Number of teachers enrolled, fifty three. Average daily attendance on daily enrollment, ninety-six and a half per cent. SECT.

L. M. Crist, superintendent of Union county, hit upon a novel plan for interesting teachers in his Institute. In a separate room from that in which the Institute was held, he placed a number of tables, representing the different townships in his county, on the scale of one and a fourth feet to the mile. These were covered with white paper, on which were drawn the section lines. Blocks, representing the different school houses, occupied their respective places. The trustee of the township and the teacher who taught the winter and spring terms, in the same township, constituted a committee of arrangement for making an educational exhibit in the space set apart for them. Thus, all the trustees and all the teachers were held responsible for something, and an empty table indicated lack of interest.

The Wells County Normal opened July 21 with a class of seventy-five students. This school is managed by S. S. Roth, superintendent, and Prof. A. E. Hehn.

The American Antiquarian has removed to Chicago. Jameson & Morse, 183 Clark street, publishers.

Earlham College is one of the most thorough in the State. See advertisement.

The fall term of Asbury University will begin September 17. The new building is complete and ready for occupancy.

Institutes will be held as follows :

September 8, Montgomery county, Darlington, John C. Overton.

September 8, Elkhart county, Elkhart, D. Moury.

September 8, Noble county, Albion, Nelson Prentiss.

September 8, White county, Monticello, George W. Bowman.

September 22, Wells county, Bluffton, S. S. Roth.

September 22, Green county, Bloomfield, S. W. Axtell.

September 22, Huntington county, Huntington, M. B. Stults.

October 13, Lagrange county, Lagrange, S. D. Crane.

November 11, DeKalb county, Garrett, W. H. McIntosh.

November 17, Steuben county, Angola, Cyrus Cline.

November 24, Fulton county, Rochester, Enoch Myers.

December 22, Tippecanoe county, Lafayette, W. H. Caulkins.

December 29, Lake county, Crown Point, W. W. Cheshire.

December 29, Randolph county, Winchester, Daniel Lesley.

December —, Johnson county, Franklin, J. H. Martin.

December —, Clinton county, Frankfort, W. H. Mushlitz.

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## PERSONAL.

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L. T. Farabee has taken the Plainfield schools.

W. C. Ramsbury is to be principal at Westville.

J. H. Lanam will take the Taylorsville schools next year.

J. T. Dobell, of New Castle, has taken the Greentown schools.

W. de. M. Hooper, of Carroll county, is to have the Peru High School.

Frank Lingermau will have charge this year of the Brownsburg schools.

J. T. Albin is just beginning his third year as superintendent at Danville.

W. A. Moore has been elected superintendent of the New Castle schools.

Geo. Vinnedge, a recent graduate of Wabash College, has been elected principal of the New Castle high school.

Jesse M. Hitt, late principal of the Delphi high school, has been elected principal of the Kokomo high school.

John G. Craven, a teacher of many years' experience, proposes to open an academy at Lancaster, Jennings county, October 1.

B. W. Evermann, formerly of Camden, this State, will go to Santa Paula, Cal., next year to take charge of the schools there. Salary, \$1,200.

J. A. Boyer will have charge of the Prairieton (Vigo county) schools. His primary teacher will be Miss Hattie Miller, a late graduate of the State Normal.

J. C. Comstock of this State goes to Burlington, Kansas, for next year.

W. S. Almond enters upon his third year as superintendent at Vernon.

N. W. Bryant, formerly of Jamestown, will take charge of the schools at Acton.

The School Board at Bluffton selected E. C. Vaughn as principal for the coming year. P. Allen remains at Ossian.

Thomas R. Woodard, a graduate of Earlham College, will assist H. C. Fellow in the conduct of Russiaville Academy next year.

Walter S. Smith, so well known to teachers in Indiana, has received a call from Germantown, Ky., to take charge of an academy at that place. Our best wishes go with him.

William H. Vanderbilt has given \$100,000 for the erection of a gymnasium and a civil engineering and scientific hall on the grounds of the Vanderbilt University, Tennessee.

Miss Emily A. Hayward, who was principal of the Brookville high school year before last, has been elected to a position in the Springfield, Ill., high school, for the coming year.

Mrs. Monroe, the widow of the dean of the School of Oratory of Boston University, will occupy her late husband's chair at the beginning of the next term. She is fully capable.

E. S. Clark remains superintendent of city schools at Mount Vernon next year; Miss R. J. Porteus is principal of the high school; Rev. C. E. Schneiders is principal of the German department.

R. D. Bohannon, elected to fill Prof. Jordan's place in Butler University, has at last declined. As he had applied for the place, and as he had allowed so much time to pass, the trustees feel that he has not treated them quite fairly.

J. Warren McBroom will have charge of the schools at Covington a second year—an occurrence unprecedented in the annals of Covington schools. The trustees there have hitherto been skeptical in regard to a *second term*. We predict added usefulness for these schools.

John G. Newkirk, of Ulster county, N. Y., was elected by the trustees of the State University to fill the professorship of history. He is a ripe scholar—a graduate of Cornell University, a classmate of Prof. Jordan's, and but thirty years of age. He is also a graduate of the law school at Albany.

W. H. Venable, author of a United States History, a volume of poems, and several other books, attended the Jennings County Institute at Vernon. Vernon was Mr. Venable's old home. He had charge of the Vernon schools seventeen years ago, when he was called to Cincinnati to fill the place which he still holds. We shall be pleased to welcome the author of "The Teacher's Dream" to many of our Indiana institutes.



James C. Black will go to Hope instead of Acton, as announced last month.

C. T. Lane, late of the Ypselanti High School, goes to Fort Wayne, as principal of the high school next year.

R. A. Ogg, of Mitchell, goes to New Albany next year to assist in the management of DePauw Female College.

Lydia Dimon resigns her position at Crawfordsville, and becomes teacher of Latin and general history in the high school at Davenport, Iowa.

Harvey Young has been elected to the Chair of Natural Science at Hanover. Prof Young is a graduate of Hanover, and has since spent two years there.

M. M. Fisher, formerly of Indiana, now a professor in the State University, has written a work on Latin pronunciation, which is highly recommended by the authorities.

J. A. Young, formerly superintendent of Fountain county, graduated last June from Butler University, and has been appointed instructor in history in the same institution. This is complimentary.

Hiram Hadley, well and favorably known to all the older teachers in the State, has been appointed to fill the agency recently vacated by George P. Brown, who is to take the presidency of the State Normal School.

Superintendent James A. C. Dobson was beautifully *canned* at the close of the Hendricks County Institute, recently held. This indicates his standing with his teachers, a large number of whom had a hand in this matter. He is certain to recover.

L. B. Swift, who has been the efficient superintendent of the La Porte schools for the past six years, has left the school work to enter the legal profession. Mr. Swift had two years experience in a law office in New York before going to La Porte. He has removed to Indianapolis and opened an office there.

Indiana was represented in the National Educational Association at Philadelphia by the following persons: President Moss and Prof. Wylie, of the State University; President White and Prof. Thompson, of Purdue University; George P. Brown, president State Normal; Dr. Irwin, superintendent Fort Wayne schools; and W. A. Bell, of Indianapolis. Miss Ruth Morris, an old Indiana teacher, whose home is still in Richmond, but who now teaches in Cleveland, O., was also present.

Charles G. Warner, one of the oldest and best printers in Indianapolis, the person who has done the composition work of the JOURNAL most of the time for the past eight years, died recently, after a few days' illness. He had done the work of the JOURNAL so long that he had become as much attached to it and was as much interested in its appearance as though he had owned it. In his death, the readers of the JOURNAL lose a friend who, though unknown to them, has worked faithfully for them many years.

Morgan Caraway will have charge of the Perrysville schools again next year.

W. R. Halstead, A. M., has been elected president of DePauw Female College.

John J. Abel, of Cleveland, O., is the new principal of the LaPorte High School.

John A. Ramsay, of Gosport, will take charge of the high school at Princeton next year.

A. Tomkins and wife, both of the State Normal School, are to have charge of the Xenia schools.

W. C. Washburn will remain in charge of the Charlestown schools. His co-laborer is W. R. Kirkpatrick.

H. S. McRae, superintendent, and Mrs. Emma Mont. McRae as principal of the high school, will continue at Muncie. They have already been there for twelve years.

E. S. Miller is just entering upon his twelfth year as superintendent of the Michigan Schools. He has invented a "Revolving Arithmetical Chart," the object of which is to give exercises in rapid computations. It is ingenious and worthy careful attention.

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## BOOK TABLE.

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MCGUFFEY'S ECLECTIC READERS. Cincinnati: VanAntwerp, Bragg & Co.

McGuffey's readers that were so popular with the fathers and mothers in years gone by, are bound to become quite as popular with the children, if, only, this new edition be placed in their hands. The series consists of five books, after the plan of the old series. The First Reader is adapted to any of the methods of learning to read now in common use; but is especially adapted to the Phonic and Word Methods, or as stated in the preface, to a combination of the two. In the first lessons, words of only two or three letters are used, and as the pupil masters these, he is introduced to those that are longer and more difficult. All new words are placed at the head of the lesson to be learned before the lesson is read. Script exercises are occasionally introduced, that pupils may learn also to read writing.

The plan of the Second Reader is the same as that of the first. The new words are placed at the top of each lesson, and these learned, the pupil is ready to read the whole. The words used at the head of the lessons are also designed as spelling exercises. In the last half of the Third Reader, definitions are introduced. The contents of this book consist of poetry, prose in the form of dialogues, descriptions, narratives, well-selected, following McGuffey's old third reader as far as deemed wise, new matter being introduced only

where a decided advantage was manifest. In the Fourth, short paragraphs concerning authors, introduce the various lessons. These paragraphs are longer in the *Fifth* and last book, thus combining with the reading lesson, a lesson in literature. With the skilled teacher these may be made an instrument of great power.

So much for the contents of the books. Too much praise can hardly be bestowed upon their appearance. Each book is beautifully illustrated, the illustrations being by some of our first artists. The illustrations were made for *these books*, and are, therefore, *new*. There is not a single old-fashioned picture among them. How great an attraction this is to children, we all, have only to refer back a few years to remember.

We think if McGuffey's spirit, having kept pace with the times, should express an opinion concerning these books as a series, he would say: "I am satisfied. They will not bring discredit on my name."

HAND BOOK OF NURSING. Philadelphia: J. B. Lippincott. (School Edition.)

This little book of 266 pages was published under the direction of the Connecticut training-school for nurses at New Haven. It is accompanied by two letters of introduction—one from President Porter, of Yale College; the other from President Woolsey. These gentlemen do not, as one might judge, speak of the excellence of the contents of the book, but mainly of the motives which prompted humane women to give it to the public. If these two letters were only accompanied by a third, from some large-hearted, sympathetic woman, whose knowledge would make her an authority, we believe the book would carry far greater weight with it. The eight chapters of the books treat of The Nurse, the patient; Baths, rubbing; Some Special Medical Cases; Temperature, pulse; Nursing Children; Surgical Nursing; Disinfecting in communicable diseases; Emergencies.

As stated above, this is a school edition. The knowledge it contains is most valuable, and it would be well if there were a copy in every household, but we hardly see *how* it can be made of much value in the school-room.

RHETORICAL METHOD, by Henry W. Jameson, B. A. St. Louis: G. I. Jones & Co. New York: A. S. Barnes & Co.

The name hardly indicates the contents of this book. It is a concise treatment of the topics belonging to Rhetoric and Composition, and will be useful both at home and at school. The author is instructor in the St. Louis high school, and has embodied in his book what he felt was lacking in other books that to which his attention had been directed. It is designed to follow the usual course in English grammar and analysis, and be a substitute for rhetoric as usually studied. It differs from the ordinary study of rhetoric in that it dwells more upon synthesis; it leads the student to try his own powers in the actual work of composition rather than to criticize the works of others. Teachers who feel a need of advice in regard to their rhetorical work, will, after consultation with this work, feel under many obligations to Mr. Jameson.

J. B. Amos, of Frankfort, is the author of an "Analytical Compendium of Grammar." It is in chart form, 26 by 40 inches, and printed in type suffi-

ciently large for class use. This chart gives a bird's eye view of the whole subject of technical grammar, and as an aid in parsing and analysis, must prove very valuable. Mr. Amos is now engaged in the preparation of a new grammar.

WEBSTER'S UNABRIDGED DICTIONARY (new edition.) Springfield, Mass.: G. & C. Merriam.

This magnificent volume as now published, contains more valuable information than any other book in the English language. It tells the student something about more than *one hundred and eighteen thousand* words. In this new edition the body of the book is not changed, but the improvements are in the form of *supplements*. The principal of these contains about *four thousand six hundred* new words and meanings, while a biographical dictionary contains about *nine thousand seven hundred* names. In addition to the dictionary proper, the volume contains a memoir of the author, a brief history of the English language, principles of pronunciation and of diacritical marks, over 1200 words differently pronounced, list of over 1500 words spelled differently, names in fictitious pseudonyms, etc., over 4000 scripture proper names, over 1500 Greek and Latin proper names, 10,000 modern geographical names, pronunciation of 700 common English christian names, together with their derivation and significations, familiar quotations from other languages, and the biographical addition named above. Altogether, it is said to contain, by actual count, more than seventy-five quarto volumes, such as usually sell for \$1.25 each. It is a library of itself, and is the first book after the Bible that the student should strive to possess. The new words are such as have first appeared in books and newspapers since the last revision of the dictionary, about fifteen years ago. While a few of these words are of doubtful necessity and doubtful origin, the mass of them mark the progress of ideas in the world. Every new idea demands its own symbol—a word. G. & C. Merriam deserve great credit for the labor and money they have spent upon this volume, and for the excellent style in which it is printed and bound.

*The National Sunday School Teacher*, for September, published by Adams, Blackmer & Lyon, of Chicago, is a very valuable number. Every Sunday school teacher should see it.

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## BUSINESS NOTICES.

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### SQUARE AND CUBE ROOT,

**By an entirely new process. As simple as simple addition.**

Used and recommended by over two hundred High Schools and Colleges in the Northwest. Send for Circular describing the method, to

11-1yr

H. H. HILL, 1090 W. Harrison St., Chicago, Ill.

The Central Normal at Ladoga is preparing to start off the coming year with new facilities and bright prospects. See advertisement on another page.

*New England Musical Bureau.*—Teachers in Music and Elocution supplied to educational institutions. Principals will find it to their advantage to make early application. Address E. TOURJEE, Music Hall, Boston. 7-3t

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### ATTENTION,

All persons who have attended the State Normal School and all friends of the Institution! It is proposed to start, as soon as possible, a monthly paper to be devoted especially to the interests of the school, and of the graduates and under-graduates.

It is intended to supply personal items of interest, news of the societies and the school, and such notices of persons and situations as are accessible and judicious.

All graduates and under-graduates are requested to send personal and other items, as indicated above. They are also respectfully requested to give aid by calling the attention of others to the enterprise, and by using their influence to lend a helping hand.

All persons who have, at any time, attended the State Normal School, are requested to send their names and addresses. Terms made known in first number. Address all communications to

CYRUS W. HODGIN, or S. S. PARR,


9-2t

Terre Haute, Ind.

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**ELOCUTION.**—Parties wishing to secure the services of Prof. W. F. Wentworth for teaching classes in elocution, or for public readings, at County Institutes during September and October, should address him at once, at Wabash, Ind. After September 10, address Schenectady, N. Y., P. O. Box 569.

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**NATIONAL SCHOOL OF ELOCUTION AND ORATORY, 1416 and 1418 Chestnut St., Philadelphia.** Course in Elocution. Course in Oratory. For Public Speakers, Readers, Teachers, and the general student of higher English. Particular attention to Conversational Culture. Specialists in all the departments. Fall term opens September 29th.  70-page catalogue on application. J. W. SHOEMAKER, A. M., President.

9-3t

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**\$5 to \$20** per day at home. Samples worth \$5 free. Address STINSON & Co., Portland, Maine.

**\$66** a week in your own town. Terms and \$5 00 outfit free. Address H. HALLETT & Co., Portland, Maine.

**\$72** A WEEK. \$12 a day at home easily made. Costly outfit free. Address TAUS & Co., Augusta, Maine.

8-1y

# A THOROUGH REVIEW

Of all the Branches Taught in our Common and Graded Schools.

## A REVIEW TERM AT THE NORTHERN-INDIANA NORMAL SCHOOL VALPARAISO, IND.

The Unparalleled Success that attended the sessions of the past two years has convinced us that at this Review Term meets a want for which no provision had been made. We have decided to make it a permanent arrangement. No labor or expense will be spared in order that it may be one of the best Institutes in the land. The term will open July 1, and continue six weeks. We will have school on the Fourth of July, the same as any other day.

### WHAT WILL BE ACCOMPLISHED.

There will be Beginning, Advanced and Review classes in Arithmetic. Those who attend will obtain a thorough knowledge of the plans and methods used in the Normal. These methods differ from those found at any other school.

There will be four classes in Algebra, giving students an opportunity to begin wherever they may desire.

There will be classes in Geometry, Trigonometry, and an especial course in Surveying and Engineering with field practice.

There will be three classes in Grammar, one Beginning, one Advanced or Review, in which the entire term will be given to parsing. All the difficult points, such as the Double Relative, Infinitive, Participle, and Passive Voices of Verbs, etc., will be thoroughly discussed; another class, in which the entire term will be given to analysis. This will give all a means of thoroughly reviewing the entire subject.

There will be two classes in Rhetoric, one Beginning, the other Advanced.

There will be Beginning, Advanced and Review classes in Latin.

There will be classes in both Physical and Descriptive Geography, also one in Map-drawing. The plan of presenting these subjects is new, and should be familiar to every teacher. One term will be sufficient time to become fully acquainted with the methods.

There will be classes in History and Civil Government. These will be taught by the Outline or Topic method. The Outline, as prepared by the teacher, may be used in any school, and will be a valuable aid in memorizing dates, etc.

There will be classes in Botany, Geology and Zoology, giving the entire term to each subject.

There will be classes in Physiology, Philosophy, and both Philosophical and analytical Chemistry. These will be illustrated by means of superior apparatus, thus giving the students an advantage which cannot be enjoyed elsewhere.

There will be classes in Elocution, Penmanship, German, Drawing, Vocal Music, Letter Writing, Composition and Debating; no extra charge.

Each class will be in charge of one of the members of the Faculty.

While the student will have the advantage of being in these Regular and Review classes, yet the **IMPORTANT FEATURE** of the term will be

Besides all these classes, there will be the regular classes in each branch, which will give all an opportunity of seeing the methods practically applied.

### THE TEACHERS' TRAINING CLASS.

In this, the Normal methods of presenting all of the subjects in the different branches will be given. Our methods are becoming so popular that many come to attend at this class only. Much attention will be given to school government.

We have already secured the services of all our regular teachers, and also those of other instructors, and to make the work more effective, have so arranged that no teacher shall have charge of more than three recitations each day. In order that everything may be arranged so as to give the most in the shortest time, we have already assigned to each teacher his especial work. This will be so carefully prepared before the term opens, that we feel confident that all will be satisfied with the result of our efforts.

### POINTS OF SUPERIORITY.

I. This being the largest Normal School in the land an opportunity for meeting with a **greater number of teachers than at any other place** will be afforded. This will give all a means of becoming familiar with the workings of the numerous schools throughout the land.

II. The instructors are practical teachers, and have for many years given their attention to the **particular branches in which they give instruction.** This, together with the fact that they are all actual workers in a training school, particularly qualifies them for their work.

III. The classes will be so selected that each student will have an opportunity of applying principles as he may learn them.

IV. The advantages of superior apparatus for illustrating each subject, and the access to a fine reference library.

V. **EXPENSES** are here less than at any other place where Institutes will be held. Tuition for term, \$5. Good board and well furnished room, \$1.90 per week. Board in private families, \$2.50. Ample opportunities for self-boarding.

VI. **BOOKS.**—Students need not purchase any new books. The ones they may bring with them will answer every purpose.

6-15. For further information address,

**H. B. BROWN, Principal.**

INDIANA  
SCHOOL JOURNAL.

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No. 10.

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FLIES.—III.

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A. W. BRAYTON, M. D.

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**C**HARACTERS OF DIPTERA. The flies are known from other insects by the single pair of wings, as the name *Diptera* implies. These are on the mesothorax. The metathorax is furnished with a pair of knobbed threads known as halteres, balancers or poisers. These are the homologues of the hind wings of four-winged insects, and “are the most characteristic organs of the group, being present even when the wings, themselves, are wanting.” The mouth parts are formed for sucking; the metamorphosis is complete. The larvæ are fleshy, footless, cylindrical maggots, having two breathing holes at the posterior end of the body. The pupæ are usually encased in the dried skin of the larvæ, although some are naked, and others have a cocoon.

Classification: Kingdom, *Animalia*; Branch, *Articulata*; Class, *Insecta*; Order, *Hexapoda*; Sub-order, *Diptera*.

The animal nature of this group, so highly endowed with sensation and voluntary motion, is sufficiently apparent. The articulate type of structure is an elongated cylinder composed of many external jointed rings, each bearing a pair of appendages, and forming an external frame-work (exoskeleton) which furnishes attachments for the muscles and protection to the internal organs—having the alimentary canal central, the circulatory system dorsal and the nervous system ventral. This type

is but obscurely hinted at in the two lowest classes of Articulates, the worms and crustaceans; it reaches in the world of insects its highest development. All the forms of Articulates from the simple worms to the complex fly are produced by variations in the number, size, form, and grouping of the rings or segments, which compose the body and its appendages.

#### WORMS, CRUSTACEANS, AND INSECTS COMPARED.

Worms are long and slender, made of a varying number of rings, from twenty to two hundred, all of very even size. The outline of the body is a single cylindrical figure. The organs of locomotion are fleshy filaments, and hairs appended to the sides of the rings. In the common tape-worm each ring, back of the head and so-called "neck," is provided with both kinds of organs of reproduction, and a section of the nervous, respiratory, circulatory, and nutritive systems. These rings fall off and become living independent beings, capable of housekeeping on their own account, which move freely and quickly, somewhat like leeches, and for a long time were thought to be worms. Again, if we cut off the head or tail of some of the low worms (*Planaria*, etc.), each piece will become a distinct animal. We see, by these facts, that in the worms the vitality of the animal is very equally distributed to each ring; no part of the body is made chief above the rest, so as to subordinate the other parts to its peculiar and higher ends in the animal economy, but there is simply a vegetative repetition of similar zoological elements, just as a plant grows by a succession of joints, or *phytons*, as they are called.

The principle of progressive cephalization in the animal structure, or as Prof. Dana has expressed it, "condensation anteriorly and abbreviation posteriorly," which, among articulates, has its culmination in insects, and places man in structure at the head of all vertebrates, is ignored, or only has its beginning among articulates in the class of worms.

In the Crustaceans, of which the shrimp, lobster, and our common crawfish are good examples, the rings are gathered in two regions; the head-thorax (cephalo-thorax) and hind-body, or abdomen. Here there is a wide difference between the two ends of the body; there are no eyes at each end, as in some worms.



If the head or tail is cut off the animal dies. Bilateral symmetry is marked, as in all articulates, but antero-posterior, or end-to-end symmetry and similarity of segments suggested in worms, has given way in part to cephalization—the goal in all animal progress. In the crawfish, the nervous power is transferred in some degree toward the head; the nerve centers which send nerves to the abdomen, are in the cephalo-thorax; the organs of locomotion and sensation are mostly in the front region, while the vegetative functions are carried on by the reproductive and nutritive organs situated in the abdomen of the animal. But, still, there is in the typical crustacean no true head; the jaws are often like claws, or the legs, as in the horse-shoe crab, are jaw-like at the base, and claw-like at the tips, and capable of both eating and walking; the appendages gradually change from eyes to antennæ, jaws and foot-jaws, all borne on the common cephalo-thorax.

In the class of insects we find a true head separate in structure and use from the thorax, which, in its turn, is separate from the abdomen. Each of these regions has three distinct sets of organs, each having different functions—the head for prehension, and the seat of the organs for sense; the thorax to support the locomotory organs, and the abdomen to contain the vegetative structure. All, however, are governed by and minister to the brain force, which is now, instead of being disseminated throughout the rings of the body as in the worms, lodged in a concentrated form in the head.

The ring structure has given way to regional structure. There has been from the worm through the crustacean to the insect a centralization of parts headward, condensation anteriorly and abbreviation posteriorly; in a word, cephalization.

#### ORDERS AND SUB-ORDERS OF INSECTS.

Naturalists usually agree in the classification of the higher groups; thus, all admit the vertebrates and invertebrates as well defined groups. Where vertebrate animals have been considered as worms, as in the case of the Lancelet, it was not because the groups *Vertebrata* and *Articulata* were not structurally distinct, but because the animal had been carelessly studied, or more probably not studied at all, except in books. But comparative anatomists do not agree as to the sub-kingdoms or branches as they are

also called, of the animal kingdom. Agassiz, following after Cuvier, who first clearly defined the branches Vertebrates, Articulates, Mollusks and Radiates, would not admit a fifth group or branch of Protozoans, but thought that these as studied would take their places in either the radiated articulated molluscos or vertebrated series. English writers, notably Huxley, admit six or seven "plans of structure" and corresponding branches. In separating the four, five, six, or seven branches into classes, authors have differed even more than in the primary divisions, while opinion as to what characters of animals are of ordinal, family, generic and specific value, is so diverse as to discourage the ordinary reader or beginning student. The former does not know what animals are included under certain group names; the latter, unless he commence at once to study animals instead of the words in books, will become lost in the maze of synonymy and various opinions. There are in most groups synthetical or comprehensive types, which combine either functional or structural characters of two groups; such animals are often placed in different groups by different systematists. To discover such "missing links" in the succession of species is one of the grandest aims of geological science, illustrating as they do, the idea of system in all animal structures and of progress through the ages, according to a divinely appointed course, as a flower opens from the pod, or an animal develops from the germ.

Classification in Zoology is simply the short-hand expression of what is known of animal structures, and in the present state of knowledge, with geology and embryology comparatively in their infancy, it of course varies as the point of view of the observer. These remarks on classification are introductory to the idea that the *Myriopoda* (centipedes and millipedes), *Arachnida* (spiders, scorpions, and mites), and *Hexapoda* (six-footed insects), are orders and not classes, as was first proposed by Leuckart in 1848, and supported by Agassiz, Dana, Packard, and others.

#### ORDER HEXAPODA.

These are well characterized by the name, which means six-footed insects, as opposed to spiders, scorpions, and ticks, which have eight thoracic legs, and to the myriopoda, which, as the ordinal name implies, are many-footed.

The Hexapoda have the head, thorax, and abdomen separate; two large compound eyes of many facets, and three simple eyes on top of the head; usually two pair of wings; thoracic legs and one pair of jointed abdominal appendages serving as sting or ovipositors.

*Sub-order Diptera.* Sufficiently characterized by the name, and at commencement of this paper.

To a geographical distribution of the widest extent, flies add a range of habit of the widest nature. It is a large order, both in number of species and individuals. Insects comprise four-fifths of the whole animal kingdom. There are 190,000 of known species, as opposed to 55,000 known species of all other animals. Of beetles, there are 90,000; of hymenoptera, 25,000; of lepidoptera, 24,000; of flies, 24,000; of the class Arachnida, there are 4,600 described; and of Myriopoda, 800.

Of the 24,000 flies, 10,000 are North American species, while Europe has about the same. The flies of America have been but little studied. New species are annually added; 550 in 1869, and 230 in 1875. This fertile order is at the head of our insect enemies. Some are very annoying to men; such are the mosquito, which attacks his person; the flesh-flies, which infest his food; the bat-flies and gad-flies, which torment his stock; and the gall-gnats that destroy his crops. Some species are very beneficial, destroying noxious insects, and many species in the larval stage act as scavengers of decaying animal and vegetable matter, which, instead of being left to poison the air, is transformed into myriads of animated beings, whose swift flight and graceful forms give life and beauty to the landscape.

#### FAMILIES OF DIPTERA.

*Culicidæ* includes the mosquitos or gnats. Of these little insects, thirty belong to the genus *Culex*, and live in North America. The aquatic larvæ are called "wigglers," and remain most of the time at the bottom of marshes, feeding upon the fever-and-ague miasms—the only good use the mosquito is put to at any stage of his existence. The eggs are laid in a boat-shaped mass, which floats upon the surface of the water. The larvæ come to the surface at times by a jerking movement—a wiggle in fact—of their fan-like tail, and take a breath of air through the end of the tail. They finally go into the pupa state, and in

this condition are often seen near the surface of rainwater in barrels, or water-pitchers. The pupæ are active, but do not eat, probably subsisting on the anticipations of the blood and honey in store for them as soon as they "shell out." This occurs about four weeks after hatching, so there are unfortunately several broods during the summer. The females alone sting, bite, and suck blood; the males not coming into our apartments, but spending their lives in retirement in the swamps and woods sucking the juice or nectar of flowers.

Mosquitos are more abundant in warm, wet seasons than in dry seasons; about woods and water than in open country. The finest and largest in North America are found about the excursion routes of the great lakes. A friend in Alaska writes me that they are intolerable in the short summer of that region. There are none in the mountain region of the Southern Alleghanies, and but few along the Atlantic sea-board, which, to the tourist, should be sufficient reason for preferring these regions to the great lakes as a summer resort. The mouth of these Amazons is formed of six bristle-like organs—the sharp upper lip, the bristle-like upper jaws (mandibles), the sharp under jaws (maxillæ), and the hair-like tongue (lingua). These six sharp-mouth organs are massed into a single awl-like beak, which easily pierces the flesh. The under-lip (labium) forms a gutter-like case for the sharp beak, and is the tube up which the juices pass. There are no poison glands; none are needed, as the mandibles are barbed, and their motion irritates the wound and insures a free flow of blood.

The gall-fly, crane-fly, bat-fly, house-fly, flea, and sheep-tick families will be the subject of a concluding article.

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IT NEVER COMES.—We never have a to-morrow; it is simply a word of prophecies. It has been said that the two great pleasures of living are in having something to love and to hope for, and the last of these is ever before us in the promise of to-morrow. To-morrow we may not know, and it is well that it is thus ordained to be, for beyond the invisible veil that conceals alike its coming joys and sorrows, our fancy may revel only in what is beautiful and fair, nor see the gloom or shadow of coming trials and worldly afflictions, that, could we anticipate as fixed realities that were certain to come, would mar all our peace and enjoyment of the present.

## PRIMARY READING MATTER.

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ETTIE CROWE.

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**I**N our day the world is flooded with books and papers, good, bad, and indifferent in their influence; and every one—for every one reads more or less extensively—is influenced to some extent by the literature which he knows. Even the children are forming their ideas of life and actions from their reading. It is important, then, since these ideals are the ruling power of our lives, that they should be right ones. In our day, one of the most important aids in forming right ideas is good literature. We are, as yet, scarcely able to estimate the value of a love for this, but every passing year shows it more clearly.

We hear much of the evils of intemperance, and but little of the evils of reading bad literature. But, this latter vice is far more widely spread, far less easily cured, and far more horrible and wide-reaching in its effects. It is this vice which is now beginning to, and will hereafter, be the chief agent in filling our jails, work-houses, and prisons. The only possible remedy is apparent. We must instil into the minds of men a love for truly good literature. The men of to-day are beyond our reach; the men of to-morrow are with us as children, and through them we may do for the world of the future this which we can not do for that of the present.

Thus, aside from the general purpose of teaching reading, we may, in the common schools, seek another and higher end—the formation in the minds of the children of a love for good literature. In the primary grades, particularly, should this end be cared for, since children begin to form their ideas very early. If the foundation be well-laid, we need not fear for the superstructure; if the primary work be well done, the teacher in higher grades will need only to continue it.

The question now is, how can the teacher gain this end? The principal means is giving to the children models of literature. But what is, to the child, model literature, that is, what are the characteristics of good reading matter for children?

First, it has those attributes which are essential to all good reading matter; the thought must be good, and a good style used in the expression. Both these points have been frequently ignored in

the preparation of reading matter for little children, but their importance can not be over-estimated, when we remember the purpose of the reading work, since these are directly conditional to its attainment.

Second, good reading matter for little children<sup>2</sup> has certain attributes, peculiar to itself, resulting from the purpose in view and the state of the child's mind.

It should consist of short articles. The little ones weary of one train of thought when it is long continued; or, from the necessity of separating the work in time, forget the connection of the parts, thus necessitating constant repetition and consequent weariness. So we find the best reading matter for children in the form of short lessons, each one of which is complete in itself, that is, contains within itself everything that is necessary to the attainment of its purpose.

Each lesson should have a definite end. This varies in different lessons, but, in general, it is either to impart information or exemplify some æsthetic or ethical truth. No good lesson has for its end one of these purposes solely, but combines them. The æsthetic element enters into the purposes of all good reading lessons.

The matter given should be such that, by an exercise of the imagination and reason, the child may gain more knowledge than is actually expressed in the words. This is an important point. It is necessary that the reading matter interest the child. To imagine and infer always interest him. Again, any drill which brings the mind of the child nearer to the higher phases of its development is of great value to him. The exercise of the imagination and reason is such drill for the mind of the child, which is still in the presentative stage. Hence, while the matter should be complete in itself, it should suggest more than it actually states.

The matter of the lesson should appeal to the child's experience. The subjects treated of should come within the range of his own knowledge, and the events, if there be any, must be such as he can conceive himself bearing a part in.

The subject and action of the reading matter must be natural. Whatever is unnatural is inartistic. Thus, an unnatural reading lesson defeats the æsthetic purpose of reading. Again, what is unnatural is untruthful. When we give a wrong ideal through a

lesson, we defeat its ethical purpose. Thus, naturalness is an essential attribute of a good reading lesson.

As an illustration of a primary reading lesson, one has been written for a second year grade of pupils. It is called

#### THE BUTTERFLIES.

Out in a beautiful meadow lived three golden butterflies. They flew about among the grasses and played in the sunshine all day long.

One day they found a little white butterfly caught in a great spider's web. When they saw this, the golden butterflies felt very sorry for the white one, and tried to help it.

It was very hungry, so they brought it some honey to eat. Then they tried to take it out of the web.

At first they were afraid to touch the web, for fear they, too, would be caught; but they soon found how to do it. All three of them would fly against the same thread at the same time, and it would break in two.

So they worked a long time, breaking the little thread one by one, until they set the white butterfly free. How happy they were—the white butterfly and the three golden ones!

Sometimes they flew about in the air above the flowers and grasses. Sometimes, when the sun shone and the grass sang a little low song to itself, they rocked to and fro on the flowers and listened to it. \* \* \* \* \*

The purpose of this lesson is to convey, under the form of a story, an ethical truth, that of the beauty of kindness to the unfortunate. An effort is made to express the story in simple and beautiful language. Subservient to these, more prominent purposes of the reading matter are others, such as the teaching of patience, perseverance, and courage. Thus, in this lesson, æsthetic and ethetical purposes are combined.

But neither the æsthetic nor ethical truths which the child is expected to gain from the lesson are directly expressed in it. Would it not be better to state, in definite terms, this purpose, or "moral," as it is called? Decidedly not. Children, as well as their elders, suspect and avoid direct preaching, so that the principal effect of such a statement upon them will be the distraction of their interest and attention. Not only is this true,

but the child can not appreciate and apply abstract truth; the concrete is his world, and through this alone can he be influenced. Hence, direct teaching of abstract truth should be carefully avoided.

But how can a child be influenced through the concrete to form abstract ideals? Let us study the impression which the lesson given makes upon the child's mind. This may aid us in answering the question.

First, the subject of the lesson is such as to interest him. The time which the child spends in the open air and sunshine is almost the pleasantest part of his life. With this time the thought of the butterfly is connected. When its name is mentioned, his thoughts do not turn to dismal rainy days, close-shut rooms, or crowded streets; but to some warm, sunny, summer day, when, in the green fields, where the birds sang and the crickets chirped in the grass, he has watched the bright-hued insect sailing through the air, or fluttering above the flowers. A child loves a butterfly; it has life; he endows it with all those thoughts, feelings, and purposes which make his own life pleasant. Still, it is to him a beautiful mystery, and he reads eagerly to know more concerning it.

Again, the way in which the subject is treated, interests the child. As we have said, he endows the butterfly with his own powers, and when this idea is carried out in the lesson, the child sees no strangeness in it, but enjoys the work the more, because it agrees with his own idea. Thus, he is able to sympathize with experiences so like his own.

First, comes the picture of the broad meadow, where three golden butterflies live and flutter about among the flowers and grasses all day long, while the sun shines warm and bright above them. Then comes the story. One day, while playing about in the sunshine, the golden butterflies find a little white one caught in a great spider's web. Notice the symbolism; purity and helplessness—a "little white butterfly," opposed to the cunning and power of evil—a "great spider's web." Here we have presented the elements of that great struggle between right and wrong, which has been going on in the souls of men since the beginning of time, and in which every human soul, whether of man or child, takes a part. But, we feel that, unless outside power aid it, the right can not win. We have faith in the ulti-



mate triumph of right, so we wait expectantly for the appearance of this power. It appears in the form of the golden butterflies, and we, in imagination, join them.

How we pity the innocent in the web; and how we busy our brains, when we have made him easy for the present, to find a plan by which we may save him. Still, we must take care that we do not, by over-zeal, make matters worse than before; so we learn a lesson in thoughtfulness. But, after awhile, we think of a plan; we try it; it does not fail, but it takes a long time and hard work. One thread at a time the web must be broken, and we find much patience and perseverance needed to finish the work. But, at last, all the threads that have been binding down the helpless fluttering wings are broken, and the four butterflies flutter away in the sunshine, we with them, rejoicing in their joy. And, last of all, we see their life in the meadow. How the sun shines, and the flowers bloom, and the wind blows softly, and the grass rustles, while the little butterflies play in the sunshine, or rock on the flowers through all the long summer days.

So the child thinks the story, and, enjoying it, remembers all about the little butterflies; and, although at first, he does not see the symbolism of the tale, or recognize as such the truths which underlie it, after his mind is stronger he will see and recognize these. And, even if the story has faded from his memory, the impression still remains. So he has, though slowly, formed an abstract ideal from the concrete. Seeing this, we may now understand how essential it is that a child's literature should be such as will give him right ideals.

And now our little work is ended. If we have found a starting-point for thought, we have done well. But, let us remember that it is not what we know, but what we use; not what we can do, but what we do do that effects our end.

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### ARTIFICIAL ICE.

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ONE of the remarkable triumphs of science and art as developed in this progressive age, is seen in the devices for producing artificial ice in large quantities. It is claimed, and not without reason, that so perfect has the apparatus become, that

ice can be formed on the shores of any of our Northern lakes and rivers at less cost than that necessary to the cutting and storing of natural ice in winter. One of these interesting devices we found in operation on the shore of the St. John's river, in Florida, last winter, and ample facilities were afforded us for observing its work from day to day, and testing its capabilities. It is of the class in which ammonia is the agent employed to produce refrigeration, and well known as the arctic machine. It is found capable of "turning out" *ten tons* of ice daily, in the form of blocks, about two and a half feet long and ten inches in thickness. The congelation was perfect, and the product met with a ready sale at the hotels and private residences, not only in Jacksonville, but at all the points on the St. John's River. The price of Northern ice in Florida, previous to the introduction of the machine, was from ten to fifteen dollars a ton in moderate quantities; the artificial ice is sold at *five* dollars, and thus a powerful and successful competitor to the ice companies sprang up at the door of their depositors. The dealers resisted, and ridiculed the "machine" for a considerable time, but in the end it triumphed, and prices were reduced. The actual cost of manufacturing ice in Florida is not far from *seventy cents* a ton, and this includes the storing and delivery. It must be known, however, that fuel in Florida costs almost nothing. The ice company have only to haul the waste lumber from a steam saw-mill, fifty rods away, to be used as fuel, and it is supplied gratuitously.

As regards the machinery and the scientific principles upon which it acts, it is difficult to convey a clear idea without the use of illustrative cuts. It may be stated, however, that the principal is the same as that which every housekeeper adopts in freezing creams in summer. When solids are changed to liquids, a large amount of heat is absorbed, and surrounding objects must supply it; if the liquid is volatilized, or changed to a gaseous body, still larger supplies of heat are demanded. Thus, if caustic ammonia, which, in its natural condition, is a gaseous or aeriform body, is subjected to powerful pressure, it changes to a liquid, and in doing so, is forced to give up a large amount of latent heat. If it is relieved of pressure, it again becomes aeriform, and as it demands a large amount of heat, it seizes it from all bodies in contact. If water is in contact, it is robbed of its latent heat and becomes frozen, and thus ice is formed.

In the arctic machine, about fifty pounds of liquid ammonia are stored in a very strong iron cylinder, and this is connected with a coil of pipes immersed in a tank of strong brine; into this brine galvanized iron cans holding pure water are placed, and these cans are of the size of the blocks of ice which are formed. The liquid ammonia is allowed to flow through these coils, and it gradually becomes gaseous, and in becoming so, abstracts from the water so much heat that it speedily freezes. A powerful steam-pump forces the gaseous ammonia back into the iron cylinder again, thus liberating great heat, which is disposed of by cold water dropping upon coils of pipes through which the ammonia passes on its way to the condenser. The process is a continuous one, and if the pumps and coils do not leak there is no loss, and the operation may go on so long as the machinery lasts. The apparatus and the scientific principles upon which it acts are very interesting, and we are convinced that at present there is no hindrance to securing abundant supplies of ice, at cheap cost, in any tropical country where fuel is abundant and of low cost.—*Boston Journal of Chemistry*.

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## MOUNDS AND MOUND BUILDERS.

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J. B. ROBERTS.

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IF ever you should come to Anderson, a bright little city on the "Bee Line," thirty-six miles from the capital, and you have a spare dollar, go to a stable and hire a horse—or if you do not wish to spend your dollar in that way, and the thermometer is not above ninety-six in the shade, you may walk out, a distance of three miles or so, to the grove of "ye ancient mound builders." It is true, such aboriginal structures are found in nearly every county in the State, and in several States of the Union, but not everywhere so charmingly situated, or so well preserved as these. The criticism of the English traveler upon the Coliseum at Rome, that it was kept in very poor repair, would hardly hold good in this case, though it was remarked to the writer by an intelligent young citizen of Anderson, that he

really saw but little in these mounds, in their present condition, to interest any body: "The grounds were good enough if they were only *put in shape*" (!!)

The grounds *are*, indeed, "good enough." The usually tame scenery of Indiana affords nothing more picturesquely delightful than the surroundings of this spot. A virgin grove of all sorts of trees covers and surrounds the works. Near at hand are deep and precipitous ravines coursed by clear brooks of water flowing into White River, not more than sixty rods distant. Near the river bank is a copious mineral spring, in which the ice-cold water wells up tumultuously, keeping the white sand at the bottom in a state of constant agitation. Save for the numerous buggy-wheel tracks circling about among the trees, an occasional discarded paper collar and an empty tomato can or two, one might imagine himself in the identical surroundings in which those ancient grubbers lived, loved, and died, nobody knows how many hundred or thousand years ago. They showed most excellent taste in choosing the site of their fort, or grave-yard, or village, or all combined in one, which ever it was.

It must be confessed, however, that in a business point of view, they did not exhibit good judgment. Otherwise they would have "located" near some large city, like Indianapolis, for instance, where antiquity could be joined to other attractions, where the ground could be "put in shape," and a commercial value be given the whole in connection with a beer garden, or some such respectable(?) Sunday resort.

But, no; the grounds, the ravines, the river, and the hills are doubtless much the same; but the trees—they may be alike, it is true. Every like, however, is not the same, and how many generations of trees have grown aged, hollow, and decayed since—since the last of this race, which has only written its history in the sand and soil, nobody knows. Certain it is that there are no more aged trees in the forests about than are now found growing upon the very summits of the earthwork and in the ditches within, from which the soil was taken to raise the superstructure. The writer measured upon the very top of one of these mounds a white oak tree eleven feet and four inches in circumference, and there are many more as stately and aged.

It was at first my purpose to attempt a description of these wonderful remains, but in the absence of actual measurements,

there can be no valuable description, only wild guess work. The largest of these works is a perfect circle, perhaps a quarter of a mile in circumference, and elevated now about twelve feet from the general level. The earth for its construction was taken from within, leaving a ditch, perhaps six feet deep all around, except at the entrance, which is about twelve feet wide. The inner slope of the mound has, therefore, a much greater elevation than the outer slope.

The central enclosure is also raised somewhat, in a low conical form, but does not rise to the height of the surrounding wall. That the original elevation of wall and mound must have been very much greater than now, is very evident, when we consider the obliterating agencies everywhere at work in nature, by which every hill is being brought low and every valley exalted.

But these agencies have not yet succeeded in blotting out these most interesting relics of a by-gone age, and perhaps of a by-gone civilization, nor probably will they for centuries to come, unless some enterprising citizen of Anderson shall get possession of the grounds and succeed in "putting them in shape."

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### A WESTERN TOUR.

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A REPRESENTATIVE of the INDIANA SCHOOL JOURNAL having accompanied the late "editorial excursion" from this State to Colorado, it has seemed best to lay before our readers some account of what a school teacher saw, heard, and thought on that trip.

The States of Illinois and Missouri, through which the excursion first passed, are too familiar to our readers to require description. Kansas City, on the west bank of the Missouri river, is the gateway to the west. It rivals Indianapolis as a railroad center, and must become one of the largest cities of the west. It has an immense wholesale trade with western Missouri, all of Kansas, much of Nebraska, and the Indian Territory. It is situated in the State of Missouri, adjoining Kansas, from which it gets its name and its trade, and is one of the "liveliest" cities in the United States. Kansas may be divided into three parts of nearly equal size—eastern, middle, and western Kansas. Eastern

Kansas is about 1,000 feet above the sea; middle Kansas, 2,000 feet, and western Kansas, 3,000 feet.

In eastern Kansas, the rain-fall is about thirty inches annually, in middle Kansas, twenty-four inches, and in western Kansas, nineteen inches. This marked difference in the height and rain-fall of the three regions is specially noticeable to one passing directly through the State from east to west, and the observant traveler would notice the almost abrupt transition from the one section to the other, by the change in the appearance of the soil and vegetation. Eastern Kansas is a prairie region, much like Illinois, while western Kansas and eastern Colorado are arid, dreary plains. No one can pass through this region without becoming a believer in the Great American Desert. Buffalo grass, cactus, and sage bush seem the sole products in scattered tufts of the white alkaline soil. This region can never be an agricultural one. How the herds of cattle live, seemed a wonder to us, but all the animals we saw looked thriving and comfortable. The buffalo grass is said to be wonderfully nutritious, and we judge it must be so.

The Santa Fe railroad, over which we passed, strikes the great northward bend of the Arkansas river near the center of the State. This river, which has its sources in the snowy mountains of Colorado, amid the finest scenery of the world, pursues its own course in the most monotonous, uninteresting manner possible, spread broad and shallow over a sandy bed across which it creeps, and into which it sinks. Unlike other rivers, we have seen it grew larger as we ascended. For some hundreds of miles, after leaving the vicinity of the Rocky Mountains, it seems to have no tributaries, most of the river bottoms which we crossed being dry, and grows smaller by evaporation and absorption in the thirsty soil.

Pueblo is the western terminus of the main line of the Atchison, Topeka and Santa Fe railroad, and seemed to our Hoosiers like a new world. It is a sleepy old Spanish town of 2,000 inhabitants, scattered up and down in the bottoms of the Arkansas and Fountain rivers.

About forty miles west of Pueblo is Canon City, at the real foot of the Rocky Mountains. Here the Arkansas river issues from Grand Canon, up which, on a narrow-gauge railroad, our company went for seven miles. Nothing can exceed the pictur-

esque grandeur of this wonderful canon. Words can not give an adequate description of the rushing, tumbling river, ten or twelve feet broad only, with the narrow track blasted by its side from the mountain of rock, rising on either hand 2,000 feet above it, naked, jagged, precipitous, with a narrow segment of the bright sky seen between the slightly-receding sides.

To the writer, no more soul-satisfying hours were ever passed in communion with nature than those it was his fortune to spend in the Grand Canon of Colorado. The Alleghanies, the White Mountains, the Hudson, the St. Lawrence, the Niagara, have their grandeur and their beauty, but fail to be so awe-inspiring, so surpassing expectation, so soul-filling, as did the immense gorge of the Grand Canon. To see it alone, will repay a journey to Colorado.

Some further account of Colorado, and especially of its schools, may be expected in the next number of the JOURNAL.

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## A DISCUSSION OF "THE RELATION OF THE KINDERGARTEN TO THE COMMON SCHOOLS."

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LELIA A. PATRIDGE.

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SCIENTISTS tell us that the primary cell is so small that the finest microscope can not discover whether it belongs to the vegetable or animal world; no searching can find out whether within that almost infinitesimal space lies hidden the exquisite beauty of the blossom, the green leafiness of the forest tree, or that bundle of possibilities—a human being. So in the infant, sleeps the germs of after character, whether good or evil, for the little child is father of the man or mother of the woman that shall be. Then is it not plain that in this matter of education we must begin at the beginning? If the structure be unsteady, it is the foundation we seek to make secure; if our school system does not accomplish all, it should let us commence to repair its defects in the primary methods of instruction.

Just here, let me say, that if at any time during this discussion I may seem to be severe upon the faults of our common schools, it is simply because I love them so well that I would have them

faultless. If I dwell upon what they have failed to do, rather than upon what they have done, it is only because I am so earnest a believer in them, that, seeing their short-comings, I speak out that I may urge a remedy. If it were otherwise, I should not care to condemn. I should choose, indeed, to praise, since that is always pleasanter, and the Kindergarten needs not the aid of the public school, its success is already assured without that; it is the public school which needs the Kindergarten, and because of that I plead.

That there is a want of harmony in our present method of education—the intellect being too often cultivated at the expense of the physical powers, and the small modicum of moral training given being so abstract as to prove quite ineffectual when subjected to the strain of real life and its temptations—but few educators will deny, while the people, the parents are clamoring for a change in our course of study, that their children may be better fitted for their work in the world. These are serious defects, but the remedy is at hand, for these, which are the weaknesses of the old mode of instruction, are the strong points of the New Education. Incorporate Froebel's idea into our present method, and the evil is overcome; make the Kindergarten the foundation of our free school system, then make the system consistent from beginning to end, and we shall have a system as perfect and complete as it is symmetrical. But this can not be easily done. It will cost us much money; yet, is it not worth while? Are not human beings of more value than silver and gold? Is it not cheaper for the State to educate the children of the poor and ignorant into noble women and men than to support them as paupers, or punish them as criminals? And this, I claim, the Kindergarten, supplemented by the public schools, can do. Does this seem like an exaggeration? Permit me then to review briefly some of the leading points of the New Education, that I may prove what I have affirmed.

Beginning by recognizing the fact that the destiny of each soul is activity; that it was sent upon earth, first, to conquer itself, and then conquer the world, Froebel goes on to assert, that "man is the child of nature, the child of man, and the child of God;" and that "education can only fulfil its mission when it views the human being in this three-fold relation, and takes each into account;" and upon this assertion is based the method of the



Kindergarten. First, as the child of nature, the little one's physical wants are attended to; it is made comfortable, primarily, that it may be happy; secondarily, that its bodily development may be unhindered. Not only this, but the games and plays are so managed that they tend to give still greater suppleness and vigor to the little bodies, as well as to afford plenty of healthful exercise, while the gifts and occupations train the tiny fingers to a dexterity which is simply marvelous in such young children; and thus begins industrial education. Even at the tender age of three, the young soul has already entered upon its mission, having learned to control, in some degree, its physical faculties, and with its first finished bit of work, it has commenced to conquer the world. Second, as the child of man, the human being steps out of the circle of necessity into the realm of freedom, and becomes conscious of self. Here begins, mainly, his mental activity; here, too, is the point of departure between the new education and the old, for he is not taught to read; he has no books. Froebel would have the child's knowledge—like its consciousness, begin within the narrow bounds of its own personality and radiate outward, instead of seeking to grasp that which the newly awakened intellect is too weak to comprehend. He would have them know of the living world around them, before they are set to study the dead knowledge stored in books. He would develop the mental faculties in their natural order; first, the perceptive, and then the reasoning. And so the Kindergartner takes up things—not to tell the child about them—she is too wise for that; nor even to show them to the child—she is too kind; she grants at once the privilege (dear even to grown people) of handling, and places in the child's own hands the object to be studied; lets him test it as he will, and there is very little which can escape these keen young senses, sharpened as they are, by well-directed though unconscious education. Then the little ones are allowed to tell (they are always pleased to impart their new-found knowledge) what they have learned. What training is here for those eyes of the soul—the perceptive faculties; what cultivation of habits of accurate observation, close attention, and comparison; and what command of language, only those who are familiar with the results of the New Education can know, and this without the aid of books at all. Then, too, the creative faculty is aroused; inven-

tion is encouraged; the imagination stimulated, and a love for beauty, symmetry, and law inculcated, along with habits of neatness, order, regularity, and dispatch. All this is easily attained by the use of the gifts and occupations, while the plays afford opportunities for the teaching of both manners and morals.

All thinkers, from Plato down, have agreed that the teacher must know something of the nature of the human being, and consider his powers and limitations before he can efficiently train him, but Froebel did more than this—went further; he wisely remembered that the human being is but a child at first, and so studied the child nature as no educator before or since has ever done, and it was because he observed that the earliest manifestations of self-activity take the form of play that he incorporated plays and games into the Kindergarten. It is true that these have been the subject of much unreasonable criticism—the occasion of much absurd opposition; but the criticism is readily refuted, the opposition is easily met. For instance, it is objected that play, real play, is entirely spontaneous, the outcome of caprice, and that if it be guided, or in any way controlled, it is no longer play. This sounds well, but it is not true; it is an idea, not a fact. For children are always more or less confined in their games to certain surroundings or appliances, limited more or less by certain restrictions or circumstances, even if they play by themselves; and if they play with others, they must, of necessity, be subjected in a greater or less degree to the will of their playmates. What matters it then if these playmates be older than themselves, and those who, in their turn, are guided by motives higher than mere caprice? Children delight in the companionship of grown-up people, and are never happier than when those who are wise enough and good enough to become as little children, join them in their games. Besides, their plays are generally imitations of the scenes or actions of real life, often of its follies, sometimes of its vices. The children would enter as heartily and happily into new plays which represent pure and pleasant things as into the old games which are usually handed down from one generation of children to another, and are never entirely spontaneous. And as for any restraining or refining influence, which the presence of the teacher may give, it is all clear gain to the joy of the occasion,

for roughness does not add to happiness, and boisterousness is no indication of mirth.

But the child must learn to feel that it is a link in the great chain of humanity, and "to forget self in doing loving acts for others," and education has not fulfilled its mission till it remembers that the human being is the child of God, as well as the child of man and of nature, and so takes into training the higher faculties—the moral; then will the full chord of the child's being be struck; then, and not till then, will the harmony be perfect. But this training, too, must be concrete, instead of abstract, practical, not theoretical, for the moral, like the mental and physical powers, can only be strengthened by exercise—a fact too often forgotten by the instructors of youth, who think (it would seem) that to store the mind of their pupils with good precepts and great truths, should result in pure and perfect characters. "You can not," says Froebel, "do heroic deeds in words, or by talking of them, but you can educate a child to self-activity and to work, and through them to a faith which will not be dead," and so he has given abundant opportunities in his system for the exercise of the moral powers, and every condition favorable to the acquisition of good habits as a basis for all the virtues; but there is no memorizing of commandments, and no repetition of words whatever. Thus, the child in the Kindergarten is not constantly told to be good; he is inspired to be so by loving interest and unfailing sympathy; he is not perpetually urged to curb his temper and control his will, but he is helped to do it with gentle firmness and unfaltering patience. He does not hear the words of the Bible continually on the lips of his teacher, but the truths of the Bible grow into his heart, and its principles become a part of his character. He is not commanded to love his Creator, but the little child, loving and beloved, takes in very naturally and gladly the idea of God; his young soul leaps lightly the chasm between the seen and unseen, and loves with the same love, trusts with the same trust—the father and mother on earth, and Him, who is both Father and Mother in Heaven. Nor is this all; accustomed from the first to manifest their love in deeds rather than in words, such children never know lip service, but pass at once into the higher life of those whose good works shall glorify the Father, thus proving

Froebel's assertion: "I have based my education on religion, and it must lead to religion."

Ours is a generation, sound in neither body, mind, nor soul, and the next is no better; and even the most conservative are beginning to recognize the fact that our idea of education hitherto has been too much confined to the cultivation of the intellect alone, and already the reaction has set in—in favor of some degree of physical culture, while our methods of mental training are constantly improving; but of moral or religious teaching in our public schools, we have as yet but the vaguest idea. How could we? Great problems, like that of church and State perplex us; old war-cries, such as the "Bible in the public schools," sound again, and bitter sectarian feuds start up at the mere mention. But the Kindergarten arouses no conflict of authority; asserts no dogma; promulgates no creed; and here the children of the Christian and the Hebrew, of the Catholic and Protestant can gather together to gain that knowledge, self-reliance, and self-control which shall lead up to true and noble living; for this teaching, though marvelous for its symmetry, its insight into the needs and capabilities of the child-nature, is, after all, greatest in its method of educating the moral powers; most wonderful in its system of development of the higher nature.

We have fallen upon degenerate days, when fraud and corruption sit in high places, and evil walks unabashed in the broad daylight, and our country needs the clear, clean consciences, the upright souls, the iron wills of earlier days, and what shall give them to us again? Education, for the elements of power lie dormant in every new-born soul, and only as they are trained for good or evil shall they ripen into deeds of honor, or deeds of dishonor. Grant, then, a broader, deeper, earlier culture, and the best first. The Jesuits were accustomed to declare that if they could have the entire charge of a child during the first seven years of its life, they were willing to relinquish him to other training; secure in the conviction that their principles were too firmly implanted ever to be eradicated; and yet, our public system of instruction (except in St. Louis) provides for no training before the child is five years old, allowing, nay, in large cities, compelling the large majority of those who attend the common schools to spend the first two of the best educational years of their life, under the worst of educational influ-

ences—those of the street, and of ignorant and often vicious homes, and then placing them, during the last two of these precious years, most frequently under the teaching of beginners—men, girls, and boys, often giddy and thoughtless, always inexperienced and immature. What blindness, what folly is this? Children have a right to the best which we can give them, and let us not grudge the time or money it may cost; then if worst comes to worst, and we must economize, better, by far, wait till they are older, when they have some power of protecting themselves against unwise or inefficient instruction, than to place these young impressionable beings under the blighting, deforming, dwarfing influences of poor teaching during their tender years. It is true that the ideal teacher—one not only born to the vocation, but who has added to genius both education and experience, is not often ready to lay all these gifts at the feet of a child; it is only those who, like Froebel, remember that it was the Great Teacher who said: “Except ye become as one of these, ye can not enter the Kingdom.”

Thus, the true Kindergartner must have had soul culture, as well as mental and physical training to fit her for her work, and such, and such alone, are the teachers our little ones should have. Then give them three years, or even two of the Kindergarten, with its marvelous method, which develops naturally and symmetrically the three-fold nature of the child, which trains at the same time the head and the hand, the senses and the soul, which combines in such just proportions, theory and practice, knowing and doing, educates with equal skill the perceptive and reflective faculties, the intellect and the conscience; and which, while it represses the lower nature, the animal instincts, arouses the higher, the spiritual forces, to their fullest, noblest exercise. For in no other way can humanity hope to attain to that inner and outer harmony of existence which makes this world the heaven for which we long, and this life the beginning of the life eternal.

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SPEAKING of the force of habit reminds me of an ex-school teacher, now rejoicing in a husband much taller than herself, who, when about to kiss him at the altar, pulled his head down to hers by one ear.

## IF THE SAHARA IS FLOODED, WHAT?

THE only important objection which has thus far been urged against the undertaking has arisen in the apprehensions expressed by a few scientists that the evaporation produced by so shallow a body of water, exposed to the tropical sun, would be sufficient to deluge northern Europe with incessant rains, and to reduce materially the temperature in all the countries north of the Alps. It has even been feared that winds freighted with moisture on crossing the cold summits of the Alps, would precipitate vast volumes of water and produce a degree of cold which would give Denmark and northern Germany a semi-Arctic climate and produce a glacial epoch farther north. Is it not probable that all such apprehensions arise out of a misunderstanding as to the topography of the Sahara and North Africa? The entire region to be flooded is practically shut in by mountain-chains on all sides. The Atlas Mountains on the north, lifting their snow-clad peaks in some instances 12,000 feet, afford a sufficient bulwark for the protection of Europe from increased humidity. The only possible northerly outlet for air currents from El Juf would be across Tunis in a north-easterly direction over the widest part of the Mediterranean. Currents moving in that direction, if they reached Europe at all, would touch the shores of Greece after they had lost most of their humidity. M. de Lesseps, after a careful examination of the question, is convinced that it would result in the general improvement of the climate of Europe rather than to its detriment. The advantage of the increased evaporation to North Africa can not be overestimated. The snow-clad cliffs of Aban, lying to the east of the proposed sea, and the Kong Mountains to the south, would bring down upon the parched desert grateful rains, which, with the assistance of cultivation, would in time, no doubt, redeem thousands of square miles from the desolation of sands.—*Scribner for July.*

DON'T waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.

## OFFICIAL DEPARTMENT.

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### CAN A TRUSTEE TEACH IN HIS OWN TOWNSHIP?

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OPINION OF THE ATTORNEY-GENERAL.

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OFFICE OF ATTORNEY-GENERAL,

INDIANAPOLIS, January 17, 1879.

*Hon. J. H. Smart, Superintendent:*

SIR :—You ask me whether a township trustee has a right to teach a public school in his township.

In answer I have to say, that a township trustee, being the agent of the State to employ teachers for the public schools, is not authorized to employ himself, and such a practice, if it exists, is contrary to law, and should be discontinued.

I have the honor to be,

Very respectfully,

T. W. WOOLEN, Att'y General.

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### CONCERNING A CHEAP SWINDLE.

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The following is a copy of a letter sent to a number of teachers in the State from the city of Indianapolis :

“ INDIANAPOLIS, June 21, 1879.

“ *Morton Ryneerson :*

“ DEAR SIR :—Learning that you were one who contemplates teaching school this coming winter, I write you about a subject which concerns you very much. I am engaged as pressman in the printing office where the State Board of Education have their lists of questions printed.

“ While striking off the questions for this month's examination, the superintendent stepped out to an adjoining room, and I possessed myself of one of the proofs, and have since struck off one hundred and fifty copies of the questions on a hand-press, which I have at my room.

"Now, what I propose doing, is to sell these—one to each county. By securing this, you can not fail to receive less than a two-year certificate, which will secure you from three to five dollars per day in the public schools. Besides the honor it will be to get a perfect grade. This is done every day. Some of the best teachers throughout the State are procuring copies. I have at my room, No. 10 Vance Block, East Washington street, *these copies, which I sell for five dollars.* If you desire to take advantage of this offer, please call at once at the number given above, between the hours of five and seven a. m., twelve and one p. m., seven and nine p. m. *If not convenient to call, address me by letter, enclosing amount in plain envelope.*

"If you do not desire to avail yourself of this chance, please keep secret, as it would cause me to lose position.

"Hoping to see or hear from you soon, I am,

"Respectfully yours,

"CHAS. D. HARVEY,

"Indianapolis, Ind."

"N. B. *If you address me by letter, direct to Indianapolis, Ind., and I will get them from the post-office; and will answer by return mail.*"

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This unknown scoundrel, who assumes the name of C. D. Harvey, hopes by such means to defraud some would-be teachers out of a few miserable dollars.

The County Questions have not for months been printed within five hundred miles of Indianapolis, and hence the falsehood of the letter is at once apparent. It is impossible for him to have any copies of them. A diligent search has been made by detectives for C. D. Harvey, but without success. The rascal became alarmed at some movements made, and has kept out of sight. The teachers of Indiana may rest assured that great care is taken in the preparation, printing, and distribution of the questions, and it is believed that the nefarious business of selling them is broken up.

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STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INST.,  
Indianapolis, Sept. 20, 1879.

*J. C. Macpherson, County Sup't Wayne County:*

DEAR SIR:—You ask whether a county superintendent can compel by subpoena or otherwise, the attendance of witnesses at the trial of a teacher for the revocation of his license. I do not think he can issue a subpoena. A subpoena is an instrument requiring the attendance of a witness, under penalty for refusing to respond. The county superintendent has no bailiff to obey his orders in arresting and compelling the attendance of witnesses; nor



can be fine for contempt of court. It is no doubt the duty of every citizen to respond to the summons of the county superintendent, but he has no power to compel the performance of that duty.

Yours, respectfully,

JAS. H. SMART,  
Superintendent of Public Instruction.

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NOTICE.

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If any reader of the JOURNAL has a copy of House Bill No. 620, known as the Codification of the School Law, and will send it to me, he will confer a great favor.

JAS. H. SMART.

## EDITORIAL.

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If you do not get your JOURNAL by the 15th of the month, write at once.

Do not send specie in a letter. If you cannot get scrip send postage stamps.

If you wish the address of your JOURNAL changed, give the old post-office as well as the new, together with the county in each case.

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## SUMMER SCHOOL AT CONCORD.

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The readers of the JOURNAL who read the prospectus of the Concord Summer School of Philosophy will, doubtless, be interested to know something of its actual working and great success.

The general plan of such a school had been entertained for some years by Mr. A. B. Alcott, who, in the fullness of age and wisdom, was anxious to see gathered in his library—the room where so many of his best years had been passed—a company of those interested in philosophical thought. Some friends and fellow townsmen gave their approval and assistance, and early in the spring the circulars were sent out, announcing five courses of ten lectures each, to be given on five days of the week during a term of five weeks, together with ten lectures upon literary and scientific subjects, to be given upon the Saturday of the five weeks' term.

Accordingly, upon the 15th of July, some forty or fifty ladies and gentlemen met in the library at the Orchard House, and the school was formally opened by Mr. Alcott. While all parts of the country were represented, the proportion of students from the west was greater than that from any other section. The subjoined list of lectures delivered will give some idea of the topics treated, though none whatever of the charming and brilliant conversations which followed many of them:

*Lectures by Prof. W. T. Harris:* 1. How philosophical knowing differs from all other forms of knowing. The five intuitions of the mind. 2. The discovery of the first principle and its relation to the universe. 3. Fate and freedom. 4. The conscious and unconscious first principle in relation to human life. 5. The personality of God. 6. The immortality of the soul. 7.

Physiological psychology. 8. The method of study of speculative philosophy. 9. Art, religion, and philosophy in relation to each other and to man. 10. The dialectic.

*Lectures by A. Bronson Alcott:* 1. Welcome and plan of future conversation. 2. The powers of the person in the descending scale. 3. The same in the ascending scale. 4. Incarnation. 5. The powers of personality in detail. 6. The origin of evil. 7. The lapse into evil. 8. The return from the lapse (the Atonement). 9. Freedom, lapse, innate ideas, life. 10. Valedictory.

*Lectures by Dr. H. K. Jones:* 1. General contents of the Platonic philosophy. 2. The apology of Socrates. 3. The Platonic idea of church and state. 4. The immortality of the soul. 5. Reminiscence as related to the pre-existence of the soul. 6. Pre-existence. 7. The human body. 8. The republic. 9. The material body. 10. Education.

*Lectures by Mrs. E. D. Cheney:* 1. The general subject of art. 2. Greek art. 3. Early Italian art. 4. Italian art. 5. Michael Angelo. 6. Spanish art. 7. German art. 8. Albert Dürer. 9. French art. 10. Contemporaneous art.

*Lectures by D. A. Wasson:* 1. Social genesis and texture. 2. The nation. 3. Individualism as a political principle. 4. Public obligation. 5. Sovereignty. 6. Absolutism crowned and uncrowned. 7. Representation. 8. Rights. 9. The making of liberty. 10. The political spirit of '76.

*Lectures by Prof. Benjamin Pierce:* 1. Ideality in science. 2. Cosmogony.

*By T. W. Higginson:* 1. The birth of American literature. 2. Literature in a republic.

*By Thomas Davidson:* 1. The history of Athens as revealed in its topography and monuments. 2. The same, continued.

*By Mr. Emerson:* 1. Memory.

*By Mr. Sanborn:* 1. Social science. 2. Philanthropy and public charities.

*By Rev. Dr. C. A. Bartol:* 1. Education.

*By H. G. O. Blake:* 1. Selections from Thoreau's manuscripts.

The average attendance at the lectures was near fifty, while more than three hundred and fifty persons attended one or more of the sessions. Mr. Emerson drew the largest number of hearers, his audience numbering one hundred and sixty. Perhaps the most noticeable characteristic of the school was the quiet, conservative spirit which seemed to brood over both lecturers and pupils. Sitting in the shade of the elms from day to day, one could scarcely imagine that there were still ranters in the world.

Outside of the faculty, no one contributed more to the interest of the sessions than Miss Elizabeth Peabody, who brought and freely offered the accumulated wisdom and experience of years.

The friends of the school will be glad to know that arrangements have already been made for its continuance next summer. While its second year may be larger, it is hardly possible that it will be pleasanter than the first. N.

## WHY SHOULD TEACHERS' ASSOCIATIONS BE HELD?

Wonder how many of the readers of the JOURNAL will say: "That conundrum is too hard for me—give it up." A large fraction, we think, and one that is not *vulgar*, either. Some who can answer from their own experience might return such a reply as this: "Teachers' Associations are necessary; that the theorist in education may have some one who will listen to his hobby, an audience to whom he may read his *paper*." And we have come to wonder whether there is not more truth than poetry in this last answer; whether there are not too many papers read, too many theories propounded, for the good of the *body scholastic*. Those who have the inside track know that very often the teacher who has the best paper is he who does the poorest work in the school-room, and this knowledge does not help either the theory or its advocate.

There are very few of our educators who will acknowledge that our school system is perfect. Some think it needs a wheel here, while others think a wheel there is requisite; some think the Kindergarten is necessary as a foundation, while others think it should be crowned with a university course, but we think the majority will agree that with or without these two extremes, *skilled professional labor* is necessary in all grades.

Our present system allows every person to teach who can answer the questions sent out by the State Board, and can prove that his *morals* are right. His fitness for teaching is unquestioned. This he demonstrates afterwards at the expense of his pupils.

This question of *who shall our teachers be* is not a new one. Papers have been written upon it, that have been both read and published, and still the fact remains that each year the army of teachers is recruited with many regiments of *raw infantry*. Here is a *fact*, real and stubborn, for associations to take hold of and work with. The thought we wish to urge is this, that the superfluous energies of a body of teachers met in convention be turned towards this *weak* spot, that the attention be kept there, that, for the time being, the association become a *legislative body*, devising plans whereby public sentiment may be educated upon this point, making laws, if you please, for the remedy of this evil, and that all present pledge themselves to abide by this legislation. We feel quite sure that this course, pursued persistently by the different associations meeting in the State, would so hedge in the teacher's profession that not every young man preparing for the ministry, nor every young woman waiting for the young minister to ask her *the* question, would use it as a stepping-stone.

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THE youths of those wisely conducted schools, in which it is the practice each morning to read extracts from the daily and weekly newspapers, and note all the principal events of current history, have certainly not failed to follow eagerly, as best they could on their imperfect charts, Professor Nordenskjöld's daring arctic voyage in search of the long-sought north-east passage to Japan

and the East Indies. With what delight will all such scholars read the intelligence that this heroic navigator, after having been imprisoned in the ice, only fifty miles west of East Cape, for two hundred and sixty-four days, escaped into Behring Strait on July 20, and has cabled home his safe arrival at Yokohama. Within a few days he will be on his way to India. Thence he intends to pass by way of the Suez Canal back to Europe, and finally into the little port of Tromsøe, Norway, from which he set forth in July, 1878, to circumnavigate Europe and Asia, and write his name with those of the great discoverers, Columbus, Vasco de Gama, and Magellan.—*Chicago Inter-Ocean.*

## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1879.

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#### WRITING—*Specimen of Penmanship.*

"Napoleon left Paris Nov. 16, 1807, Josephine accompanied him. At midnight of the 15th, at the close of a brilliant assembly in the Tuileries, he said, in retiring, to an attendant, Carriages at six for Italy."

1. Name and represent the principles used in the construction of the small letters. 10.
2. With what material should each member of a writing class be supplied? 10.
3. Describe the best position of the arm, hand, and pen for writing. Tell the reasons why they are the best. 10.
4. Would you use printed copies in teaching writing? Why? 10.
5. Classify the capital letters on the basis of principles involved, and represent the principles. 10.

#### ORTHOGRAPHY.

1. (a) What is the distinction between a *vowel* and a *consonant*? (b) When is *w* a vowel? a=5; b=5.
2. (a) What sounds has the letter *u*? (b) Give words illustrating its different sounds. a=5; b=5.
3. Write the words *orthography* and *orthoepy*, dividing each into syllables and indicating the accent. 2 pts., 5 each.
4. What rule of spelling is illustrated in spelling the plural of *sheaf*?
5. Write with the proper diacritical marks the words *boards* and *mediocr.* 2 pts., 5 each.
6. Spell ten words pronounced by the superintendent. 10 pts., 5 each.

#### READING.

"God made thee perfect, not immutable,  
And good he made thee, but to persevere,  
He left it in thy pow'r; ordain'd thy will  
By nature free, not overruled by fate  
Inextricable, or strict necessity."

MILTON.

1. Who and what was the author of this extract? Where and when did he live? What fact in his life makes his works especially remarkable?

5 pts., 2 each.

2. Define "immutable," "persevere," "ordained," "overruled," "inextricable."

2 pts., 2 each.

3. Select five words for a lesson in spelling and definition, giving reasons for your selection.

5 pts., 2 each.

4. From what poem is this extract taken? in what kind of verse is it written?

2 pts., 5 each.

5. What does the author teach in this extract?

10.

Let the candidate read a passage, to be marked by the superintendent, from 1 to 50.

#### ARITHMETIC.

1. Reduce 8436 grains, Troy, to pounds. By analysis. Anal. 5; ans. 5.

2. Washington, D. C., is  $77^{\circ}$  west longitude. When it is 2 P. M. at Washington, what is the time on the  $29^{\circ}$  of east longitude? Proc. 5; ans. 5.

3. Allowing that four persons can stand on one square yard of ground, how many people can stand in a street 20 rods long and 33 feet wide?

Proc. 5; ans. 5.

4. A block of ice 11-27 feet thick floats with 19-117 feet above the water. What thickness of ice is under water?

Proc. 5; ans. 5.

5. Define discount and specific duty.

2 pts., 5 each.

6. Find the amount of \$417.61 for 3 years 7 months 10 days, at 8 per cent. per annum.

Proc. 5; ans. 5.

7. What will be the proceeds of a note for \$3,480, due in 90 days, when discounted at bank at 7 per cent. per annum?

Proc. 5; ans. 5.

8. A plank is 18 feet long. It is 18 inches wide at one end and 25 inches wide at the other. What is the area?

Proc. 5; ans. 5.

9.  $\sqrt[3]{131,096,512}$ .

Proc. 4; ans. 6.

10. A cylinder is 6 feet in diameter and 8 feet deep. What is its capacity in cubic feet?

Proc. 5; ans. 5.

GRAMMAR.—Give three distinctions between common and proper nouns.

2. Define a compound relative pronoun.

3. Define syntax and tell which of the questions of this list refer to it.

4. Write a sentence containing a verb used transitively and one containing the same verb used intransitively.

2 pts., 5 each.

5. Give the participles, active and passive of the verb *build*.

6 pts., 2 off for each error.

6. Define the term interrogative adverb. Give an example.

First part 6; second 4.

7. Analyze the sentence *who taught you how to analyse sentences?*

8. Correct *my friends approve my decision, especially them who are best acquainted with the circumstances*, and parse the word which takes the place of the one erroneously used.

2 parts, 5 each.

Full well they laughed with counterfeited glee  
At all his jokes, for many a joke had he.

9. Parse *full* and *all*.
10. Parse *had* and *at*.

- GEOGRAPHY.—I. What zones have four seasons? Why? 2 pts., 5 each.
2. Define mathematical geography—Political geography. 2 pts., 5 each.
  3. What States *border* upon the Mississippi River? 10 pts., 1 each.
  4. What States and Territories respectively produce the following articles in the largest quantities: gold, silver, petroleum, salt, sugar? 5 pts., 2 each.
  5. Name the capitals of the following countries: Canada, Brazil, Mexico, Spain, Asiatic Turkey. 5 pts., 2 each.
  6. Sailing up the river Seine from its mouth, what three important cities would you pass? 3 pts., 4 off for each error.
  7. "Philadelphia is in  $39^{\circ} 55'$  N. longitude; and  $75^{\circ} 8'$  W. latitude;" is this correct? Give reason for your answer. 2 pts., 5 each.
  8. What two rivers in connection constitute the longest water route in N. America? Where does this route begin and where end. 4 pts., 3 off for each error.
  9. How many States are there in the Union? How many were in the original Confederacy? 2 pts., 5 each.
  10. What is the great peculiarity of the land in Holland and Belgium?

- HISTORY.—I. Give an account of the surrender of Lord Cornwallis. 10.
2. Give the early history of Indiana. 10.
  3. How was Texas acquired by the United States? 10.
  4. Why was slavery finally established in the South rather than in the North? 10.
  5. What is meant by the doctrine of States'-rights? 10.
  6. Who was Stephen A. Douglas? 10.
  7. What is the relation of the United States government to the Indians? 10.
  8. (a) Where and (b) when was the first railroad built in the United States? a=6; b=4
  9. On what conditions was Missouri admitted into the Union? 10.
  10. How were the boundaries of Indiana determined? 10.

- PHYSIOLOGY.—I. What is the difference between a ligament and a tendon? 10.
2. What is adipose tissue, and what is its chief function? 2 pts., 5 each.
  3. How many bones in the human body, and how are they classed? 2 pts., 5 each.
  4. How many bones in the spinal column, and how are they separated? 2 pts., 5 each.



5. How many of the ribs are directly connected with the sternum, and what are they called? 2 pts., 5 each.
6. Give three of the chief uses of the muscles. 3 pts., 3½ each.
7. Which of the teeth are called incisors, and which are called molars? 2 pts., 5 each.
8. Describe the œsophagus. 10.
9. What is the difference between a vein and an artery? 10.
10. Why is it important to ventilate school-rooms? 10.

- THEORY AND PRACTICE.—1. What are the advantages of map drawing in learning geography? 20.
2. Why should composition precede technical grammar? 20.
  3. What are the advantages of teaching pupils the phonic analysis of words. 20.
  4. Why is it important to use the highest practical incentives in governing a school? 20.
  5. What is your opinion of the practice of offering prizes to secure high attainments in study? 20.

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### ANSWERS TO STATE BOARD QUESTIONS.

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ORTHOGRAPHY.—1. A *vowel* forms a perfect sound when uttered alone. A *consonant* can not be perfectly uttered without the aid of a vowel. *W* is a vowel when it is equivalent to the vowel *u*.

2. The letter *u* has five sounds, illustrated in *mute*, *study*, *rural*, *full*, *purge*.
3. Or-thog'-ra-phy, or'-tho-e-py.
4. Most words that end in *f* change *f* into *v*, and add *es* to form the plural.
5. Boards, mediocre.

READING.—1 John Milton was an English poet. He was born in London in 1608, and died in the same place in 1674. The fact that his greatest work was written after he became blind.

2. Immutable means *unchangeable*; to persevere is *to pursue steadily any design or course commenced*; ordained means *appointed, decreed*; inextricable, *not capable of being disentangled*; overruled, *controlled by superior power*.

3. I should select the five words given in No. 2, because they are hard words to spell, and because the passage can not be understood, unless the meaning of these words is known.

4. This extract is taken from "Paradise Lost," and is written in *iambic pentameter* verse.

5. The author teaches the freedom of the will.

ARITHMETIC.—1. 1 lb., 5 oz., 11 pwt., 12 gr.

2. 9 o'clock and 4 minutes P. M.

3. 4,840.

4. 1 86-351.

5. Discount is an allowance made for the payment of money before it is due. Specific duty is a duty estimated on the weight or measure of goods independent of their cost.

6. \$538.2528.

7. \$3,417.07.

8.  $32\frac{1}{4}$  square feet.

9. 508 cube root.

10. 226.1952 cubic feet.

GRAMMAR.—1. Common nouns may be applied to every member of a class; proper nouns only to individuals. (b) Common nouns may always be used in the plural number; proper nouns are used so only exceptionally. (c) In writing, common nouns, unless commencing a sentence, begin with small letters; proper nouns, with capitals.

*Singular.*

*Plural.*

2. Nom. whoever.

whoever.

Poss. whose-ever.

whose-ever.

Obj. whomever.

whomever.

3. Syntax is that part of grammar which treats of the proper use of words in sentences. Question 8 contains an example of false syntax.

4. John reads poetry. John reads well. In the first sentence reads is used transitively, in the second, intransitively.

5. Active participles—Building, Built, Having built.

Passive participles—Being built, Built, Having been built.

6. An interrogative adverb is an adverb used in asking a question. Example: *When* do you go?

7. Simple interrogative sentence. Subj. *who*. Pred. *taught you how to analyze sentences*. The pred. verb *taught* is modified by the indirect object *you*, and the direct object *how to analyze sentences*, of which *to analyze* is the principal part modified by the adverb *how* and the object *sentences*.

8. The sentence corrected is, "My friends approve my decision, especially they who are best acquainted with the circumstances." They is a relative pronoun, found in the third, plural, nominative, in apposition with friends.

9. *Full* is an adverb, and modifies the meaning of *well*. *All* is a pronominal adjective, and relates to *jokes*.

10. *Had* is an irregular, transitive verb. Principal parts, *have, had, having had*. Found in the indicative mood, past tense, third singular, to agree with its nominative *he*. *At* is a preposition, and shows the relation between *laughed* and *jokes*.

GEOGRAPHY.—1. The temperate zones have four seasons. The reason is the inclination of the earth's axis to the plane of its orbit. The *vertical* sun reaches no higher north than the Tropic of Cancer, and no further south than

the Tropic of Capricorn, giving rise to the *northern* and *southern summer*, in the temperate zones, and also to the *winters*. The transition seasons, *fall* and *spring*, occur while the sun is passing from one tropic to the other.

2. Mathematical Geography is a description of the form, size, position, motions, circles, and zones of the earth, and of the relative positions of places on its surface. Political Geography is a description of the nations and peoples of the earth, their social condition, and the countries they inhabit.

3. Minnesota, Iowa, Missouri, Arkansas, Louisiana, Mississippi, Tennessee, Kentucky, Illinois, Wisconsin.

4. California produces most gold; Nevada, most silver; Pennsylvania, most petroleum; New York, most salt; Louisiana, most sugar.

5. Capital of Canada is Ottawa; of Brazil, Rio Janeiro; of Mexico, Mexico; of Spain, Madrid; of Asiatic Turkey, Constantinople.

6. Havre, Rouen, Paris.

7. It is not correct. Longitude is distance reckoned on the equator, east or west from a given meridian. Latitude is reckoned north or south from the equator.

8. The Missouri and the Mississippi constitute the longest water course in North America. The route begins in the Rocky Mountains, and ends in the Gulf of Mexico.

9. There are thirty-eight States in the Union. There were thirteen States in the original confederacy.

10. The land is below the level of the sea, and the sea is kept off by great dykes.

**HISTORY.**—1. Cornwallis, in obedience to orders from Sir Henry Clinton, was stationed at Yorktown on the York river, in Virginia. In his rear were Lafayette and Washington, with a superior number of American forces. On the opposite side of the river, at Gloucester, was an American detachment. A French fleet, numbering twenty-eight ships, with nearly 4000 troops on board, had anchored at the mouth of York river. Repeated attacks were made upon the British between the 6th and 16th of October, with results disastrous to them. October 17, 1781, Cornwallis proposed a surrender. Terms of capitulation were drawn up and signed, and in the presence of the allied armies of France and America, 7,247 English soldiers laid down their arms and became prisoners of war.

2. In 1702, some French Canadians formed several settlements on the Wabash, among which was Vincennes. In 1800, when Ohio was made into a separate territory, all the country west of this territory and north of the Ohio river constituted the territory of Indiana, with William Henry Harrison for governor.

In 1805, Michigan was set off, and in 1809, Ill., leaving Ind. with its present boundaries. In 1815, Congress was petitioned for admission to the Union and the privilege of forming a State constitution. A bill for these purposes passed Congress in April, 1816, and on the 29th of June following, the first constitution was adopted. December 11, 1816, it was admitted to the Union with State rights and privileges.

3. Texas was acquired by the United States through the conquest of Mexico.

4. The boundaries of slavery fixed themselves naturally. Slave labor was found to be unprofitable in the north, and was abandoned for skilled labor. The Missouri Compromise fixed the limits by statute.

5. The doctrine of State-rights means the privileges that a State has independent of the general government.

6. Stephen A. Douglas, of Illinois, was the choice of the Democrats as president against Abraham Lincoln in the nineteenth presidential campaign. He was the author of the famous Kansas-Nebraska bill, which repealed the Missouri Compromise. He died early in the late war, but not before he had declared himself stoutly on the Union side.

7. The Indians are under the direct superintendence and protection of the general government. They are without even territorial organization, and their affairs are managed through the "Indian Bureau" by the commissioner of Indian affairs.

8. The first railroad in America was built in 1827—a road of three miles only, leading from the granite quarries to the wharves at Quincy, Mass.

9. Missouri was admitted to the Union as the only slave-holding State north of  $36^{\circ} 30'$ .

10. (The answer to this question may be found in the answer to question 2, which seemed incomplete without it.)

**PHYSIOLOGY.—1.** A ligament is a strong inelastic substance, which serves to fasten the bones of the body together, while a tendon is a band of fibrous tissue by which the muscles are attached to the bones upon which they are to act.

2. The tissue in which the fatty matters are most abundantly found in the animal body is called adipose tissue. Its chief function is to act as a soft cushion, protecting, under the skin, the neighboring parts from injury.

3. There are about two hundred bones in the human body, classed as—  
1. Bones of the head. 2. Bones of the trunk. 3. Bones of the upper extremities. 4. Bones of the lower extremities.

4. There are 24 (?) bones in the spinal column, separated by thick pieces of cartilage.

5. The seven upper ribs are directly attached to the sternum, and they are called fixed ribs.

6. The three chief uses of the muscles are: 1. To maintain the skeleton in an upright position. 2. To control the movements of the body. 3. To clothe the bones and envelop the cavities of the chest and abdomen.

7. The four front teeth in each jaw are called incisors; the last three on each side of both jaws are the molars.

8. The œsophagus is a muscular tube which carries the food from the mouth to the stomach.

9. An artery carries the blood away from the heart, while a vein carries the blood to the heart. An artery is elastic, and will not collapse when empty,

while a vein is the opposite in structure. But the chief point of distinction is that the veins are, at frequent intervals, furnished with valves which prevent the re-flow of the blood, while the arteries are not so furnished.

10. School-rooms should be ventilated that the air may not be breathed over and over again till it becomes unfit to support respiration.

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### COUNTY INSTITUTES.

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**ADAMS COUNTY.**—The teachers' institute which was held at Decatur, September 1 to 5 inclusive, was much the largest ever held in the county. There were one hundred and fifty teachers enrolled with an average attendance of ninety-eight. The instructors were, in primary teaching, Arta Numbers, of Decatur, and Mollie Haines, of Geneva, in physiology and orthography, W. C. Hastings, of Portland; science lessons and theory and practice, S. G. Hastings, of Decatur; grammar and reading, G. W. A. Lincey, of Decatur. There were lessons given by J. H. Walters, I. S. Berry, John Frissinger, Elmore Brothers, and other home teachers. Among the lecturers were, H. B. Brown, of Valparaiso; W. A. Bell, of Indianapolis, and W. F. Wentworth, of New York. The lectures of H. B. Brown, "What Knowledge is of Most Worth?" and of W. A. Bell, "Young America and His Sister," were pronounced the deepest and best ever given in the county.

The interest of the institute was good, and the work excellent. Among the resolutions was the following:

*Resolved*, That tobacco, in all its forms, be banished from the school-room, and we, as teachers and trainers of the young, will condemn its use by precept and example.

J. D. MILLER, Secretary.

**BROWN COUNTY.**—The teachers of this county met in institute at Nashville, August 18, continuing the legal time. Eli F. Brown, of Indianapolis, was present the entire week, and although our teachers believed they had hitherto received most valuable instruction during institute week, they are quite free to say that Prof. Brown gave them something different from and superior to anything they had received hitherto. Wm. B. Crisler, of Bedford, was also present contributing very largely to the general interest. There are only seventy-three schools in the county, while the average attendance was seventy-five. This, we think, indicates great interest.

D. M. BECK, Sup't.

**CLARK COUNTY.**—The institute met for its fifteenth session at Charlestown, August 18. Aside from trustees and visitors, the enrollment reached one hundred and fifty. The home workers were, W. C. Washburne, who gave a series of lessons on grammatical analysis; F. E. Andrews, a series on geography and grammar; Mrs. E. E. Robinson, on primary arithmetic; and J. F. Baird, a lesson on natural history. W. A. Bell, of the SCHOOL JOURNAL, spent Wednesday with us, participating in the work of the day, and at night delivered a pithy lecture on "Young America and His Sister." J. A. Beattie, of

Bedford College, and R. L. Butler, of Jeffersonville high school, threw their energies into several exercises which were well received by the teachers. On Thursday afternoon Prof. Beattie gave a lecture on "The Gulf Stream," and at night on "Mohammed and His Religion." Both evinced extensive research and fine descriptive powers. A number of carefully prepared papers were read and discussed by the different members of the institute. The minutes of all the exercises were published each day in a small sheet entitled "Clark County Institute Journal." Superintendent A. C. Goodwin began early to build a compact programme for the week, and the general success and variety attending all the exercises called from the "press" the expression that "it was the most successful institute of any since its organization."

W. A. HESTER, Secretary.

CARROLL COUNTY.—County normal and institute entirely successful. Enrollment of the normal, seventy; institute, one hundred and twenty-one. Dr. Scovill, of Terre Haute normal, and L. S. Thompson, of Purdue, were with us part of the time.

T. H. BRITTON, Sup't.

CLAY COUNTY.—The annual session of Clay county teachers' institute has been the most successful, the most generally and numerously attended by the teachers of any since its organization. The average daily attendance was one hundred and fifty; enrollment, one hundred and seventy-eight.

On Tuesday night, Prof. J. C. Ridpath delivered a lecture, the subject of which was "Ignorance, Poverty, and Crime," to a large and appreciative audience. On Tuesday night, Prof W. F. Wentworth gave a reading, which was very much praised. Prof. P. S. Baker, Prof. Byers, and many others did most excellent work for the cause.

CRAWFORD COUNTY.—The institute in this county assembled August 18, with seventy-three present the first day. The work was conducted by H. S. McRae, J. M. Johnson, J. C. Weir, and the superintendent. The week was devoted principally to primary work. Our teachers are all beginning to feel that the chief hope of success depends upon following the natural process of education.

GRANT COUNTY.—The institute convened at the Marion high school building, August 25, and continued five days. The organization was completed the first morning, showing an enrollment of one hundred, which number was increased daily till the last of the session, when the aggregate was one hundred and eighty. The session was the most interesting and profitable that has ever been held in the county. This is due to our most worthy and efficient county superintendent, who spared no efforts to secure the best institute workers that could be had. Those especially worthy of note, were J. M. Olcott, of Indianapolis; H. S. McRae, of Muncie; Prof. Wentworth, of New York; Mr. Humke, of Wabash; and Mr. Barnhart, of Michigan. Some interesting discussions were engaged in; one, the subject "Township Institutes," brought out many good points.

At the close of the session, the county superintendent said, among other good things, that he would license no teacher whom he believed to be in the

habit of taking a dram; that if teachers would carry a good grade of license, they must merit it. It is generally thought that the reason trustees are inclined to cut the wages is because teachers do not prepare for the work. Mr. Osborn proposes to obviate this trouble by compelling teachers to raise their standard, or step down and out, and we are confident that when trustees are made acquainted with the *modus operandi*, a good teacher will receive a very liberal compensation.

D. P. LONG, Secretary.

HANCOCK COUNTY.—The institute in this county convened at Greenfield, August 25, with ninety-eight in attendance. The total enrollment was two hundred and thirteen. Among the resolutions adopted were the following:

*Resolved*, That we heartily support the action of the county superintendent in his efforts to raise the moral as well as the intellectual standard of our teachers.

*Resolved*, That a uniform term of not less than seven months should be established throughout the county.

*Resolved*, That the trustee be requested to establish township graded schools in each township so soon as practicable.

*Resolved*, That a vote of thanks be tendered the county superintendent for the efficient manner in which he has conducted this institute.

HENDRICKS COUNTY.—The institute met at Brownsburg, commencing Aug. 23. Enrollment, 159. Instructors, Emma Mont McRae, Muncie; T. H. Dunn, Ft. Wayne. Dr. F. C. Furgeson, W. A. Bell, and the county superintendent lectured for the institute one evening each, and Dr. J. C. Fletcher delivered three lectures, embracing in them his experience, observations, and travels in South America and Europe.

The teachers of "Old Hendricks," as a body, are disposed to avail themselves of the necessary means of self improvement, in order to meet the increasing demands which are being made upon them.

It is believed that Superintendent Dobson will recover from the *caning* which the teachers unprovokingly administered to him, and that he will soon be able to resume his annual work among the schools.

Appropriate resolutions were passed favoring higher qualifications for school officers, a continued advancement in the literary and scholastic attainments of teachers, and condemning the use of tobacco.

JOHN KENDALL, Sect.

JENNINGS COUNTY.—The institute held its annual session at Vernon the week commencing August 18. The proceedings of the association were printed upon a single sheet, which will be very useful to the teachers in recalling certain points which they wish to remember and use. W. H. Venable, of Cincinnati, an old teacher of Jennings county, was present, and greatly enhanced the value of the instruction. Looking over the little sheet which was sent to us, we can not help wishing that more teachers in the State had heard Prof. Isley's essay on "Dishonesty in the School-room." It was full of practical, useful thought.

LAWRENCE COUNTY.—The teachers' institute of this county convened at Bedford, September 1 to 5. It was very well known throughout the county.

that Prof. E. F. Brown, of Indianapolis High School, and D. E. Hunter, superintendent of the Washington schools, were to assist, and the teachers came, anticipating a good week's work. The enrollment was the largest in this county for the past five years; the enthusiasm of the teachers was greater, and the work and workers more thorough and satisfactory. Two evening lectures were given that were fully appreciated by the teachers and citizens present. On the whole, the week's work can but awaken a deeper interest among the teachers which must result in great good to the schools of Lawrence county.

F. M. STALKER, Sec'y.

ED. B. THORNTON, Sup't.

OWEN COUNTY.—The institute met on Monday, August 25, and closed the Friday following, with an enrollment of one hundred and forty-two, an average attendance of ninety-eight. The *Daily Institute Record* was published as usual. Rev. J. C. Fletcher, of Indianapolis, took us on a voyage "Two Thousand Miles up the Amazon" in one evening, and Dr. Tingley, of Greencastle, gave us in another evening an "Outline of the Universe." W. F. L. Sanders, of Bloomington, lectured one evening on the subject of "From Food to Flesh." We had a very interesting and profitable session.

R. C. KING, Sup't.

MONTGOMERY COUNTY.—The teachers' institute met at Darlington, September 8, and continued in session until the 12th. County Superintendent J. G. Overton presided. Owing to an accident on the L., C. & S. W. R. R., the attendance on the first day was not so good as was expected, there being but thirty-two teachers present. During the week, one hundred and twenty were enrolled, but since one hundred and seventy-five teachers were employed in the county last year, it is evident that the enrollment was not what it should have been.

Among the instructors from abroad, were G. P. Brown, of the State Normal; Prof. Darst, of the Ladoga Normal; W. A. Bell; and M. R. Barnard, of Indianapolis.

On Tuesday evening a pleasant social was held at the school building. Wednesday evening, W. A. Bell addressed a full house on the subject, "Young America and His Sister;" and on Thursday evening, Prof. Darst lectured on the theme, "Shall We Give Up the Ship."

The institute closed on Friday, and all who had attended during the entire session, felt that it had been a pleasant and profitable week.

M. J. COMPTON, Secretary.

NEWTON COUNTY.—The house was called to order at 10 o'clock a. m., by W. H. Hershman, county superintendent. The attendance during the first day was small, but during the second day, our number increased rapidly. Friday morning found us with an enrollment of sixty-five.

Methods for teaching in all the common branches were presented by the superintendent and teachers; also, methods for school organization and school government. Many things pertaining to teaching, governing, and grading were introduced and discussed.



A deep interest was manifested by all the teachers, and no doubt all who attended were benefited. The work was done exclusively by home teachers, and we think for quantity and quality, it will compare favorably with that done by any institute ever held in the county. Superintendent Hershman was untiring in his efforts to make the institute a success.

S. B. DAVIS, Secretary.

PIKE COUNTY.—The annual institute of this county convened at Petersburg, August 18, and was in session five days. Instruction was given in the eight common school branches, and in theory and practice. The instructors were teachers of the county. Mr. Townsend's lecture Tuesday, on the "Duties of Parents in Relation to Schools," was well received by a large and attentive audience. On Wednesday evening, Mr. Link read a paper, subject, "Heroes;" and Miss Abbie Glezen, an essay on "Life and Its Duties," which was overflowing with good and beautiful thoughts. Following these came a short, pointed, and an instructive address by J. W. Wilson, a rising young lawyer of this place.

Number of teachers enrolled, eighty-three; average daily attendance, sixty-eight.

G. J. NICHOLS,

BETTIE DAVIDSON, Secretaries.

PERRY COUNTY.—The Perry county teachers' institute convened at Cannelton, August 25, and continued in session for five days. Our county superintendent, J. L. Whitehead, not being able to attend regularly, J. H. Groves was called to the chair. The exercises consisted of lectures, discussions, and essays. Instruction was given during the week by E. A. Bryan, of Bloomington; A. H. Kennedy, of Rockport; N. T. Groves, of Tell City; J. M. Daniel, Orville E. Connor, Miss May Worrall, M. H. Batson, Abel Powell, G. Cooper, Rev. J. T. Bean, and the chairman, J. H. Groves. Dr. Beard lectured on physiology, and E. E. Drumb on school law. Theo. Courcier read a paper on "Education;" Willard Deweese, one on "Morals and Manners;" and Abel Powell, one on the "Influence of Small Things." These essays reflect great credit on the writers. Two evenings were devoted to teachers' socials, which proved very pleasant features of the institute. Taking it altogether, we had a very interesting institute, and one that will be remembered by the teachers of Perry county.

M. F. BABBITT, Secretary.

PULASKI COUNTY.—The Pulaski county teachers' institute convened at Winamac, August 25, and continued in session five days. The enrollment was one hundred and sixteen; average daily attendance, ninety-nine. The work of the institute was performed principally by home teachers. The transient workers were, Rev. Hershey and Hon. George Netherton. At the last session of the institute, the teachers tendered to Superintendent Marshman a unanimous vote of thanks for the excellent manner in which he had conducted the institute, and also for his successful efforts to advance the educational interests of the county.

LENA RAINS, Secretary.

RIPLEY COUNTY.—The attendance at the institute in this county averaged seventy-one. Prof. E. E. Smith, of Purdue University, and Walter D. Stark, teacher of penmanship, rendered very efficient service.

UNION COUNTY.—The institute in this county opened Monday, August 25, at Liberty. The enrollment was seventy. Of this number, about fifty will have employment in this county during the coming year. The superintendent having previously arranged a programme, regular institute work commenced immediately. After opening exercises, Prof. Harrison, formerly president of Moore's Hill College, gave instruction in orthoepy (giving special attention to phonics and diacritical marks) elocution, and grammar. Prof. McFarland, of the Columbus Agricultural College, had charge of the mathematical department. Prof. Wetherby, of Cincinnati, gave instruction in applied geology. Lectures were as follows: Monday evening, by Prof. Harrison, "The Duties and Obligations of Teachers Morally Considered;" Tuesday evening, by Prof. McFarland, "Astronomy;" Wednesday morning at 11 o'clock, by O. P. Jenkins, of Moore's Hill College, "Circulation;" Wednesday and Thursday evenings, by Prof. Wetherby, "Geology."

The exhibit, of which a correct description of the ground-work met my eye in last month's JOURNAL, was held in a room adjoining that in which the sessions of the institute were held. The school products were creditable and well displayed. In addition to this, there was a good variety of geological specimens, and several neatly prepared herbariums; also, many other natural curiosities. This room was kept open during the greater part of the week, and furnished a pleasant resort at intermissions. C. W. OSBORNE, Secretary.

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### WHO IS THE AUTHOR?

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LINCOLN, DOUGLAS, PARKER, DOM PEDRO I., OR DANIEL WEBSTER.

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In the September number of the SCHOOL JOURNAL I find a discussion in regard to the origin of the compact and full-of-meaning sentence, "A government of the people, for the people, by the people." The discussion arose in the SCHOOL JOURNAL of July last, in which Judge D. P. Baldwin declared that it was "Lincoln's definition of our government." Mr. J. W. McBroom, of Covington, Ind., in a communication published in the SCHOOL JOURNAL of September, states that a venerable judge and politician of his acquaintance in southern Indiana informed him "that the phrase was first used in a speech made by Stephen A. Douglas in Chicago, when they raised such a hubbub over the Missouri compromise." Mr. McBroom further says that, "no doubt Lincoln often quoted the words, as what politician of the last quarter of a century has not?" Mr. McBroom then states that he thinks the phrase "older than Lincoln or Douglas," and expresses his "conviction (without adducing any proof) that those words were first used by Theodore Parker." The phrase

in one form or another, either positive or negative, was in use long before Theodore Parker began his career. One form of it may be found in the ninth edition of "Brazil and Brazilians," page 81. It is now going on twenty-one years since I published in the first edition of "Brazil and the Brazilians," the negative form of the phrase in the reply of Dom Pedro I (the first Emperor of Brazil, and the father of Dom Pedro II, the present Emperor), to the committee of three justices, who, on the 6th of April, 1831, went to the place in Rio de Janeiro to ask His Majesty to reinstate the cabinet just displaced. The Emperor, who was a haughty, ambitious Braganza, who, very different from his successor, considered himself the government, listened to their demand, but refused to accede to their request. He exclaimed in his terse, proud way, "I (that is the governor of the people) will do everything for the people, but nothing by the people." This phrase, and his unyielding spirit to dictation by the people, caused his abdication, the next morning, in favor of his then infant son, Dom Pedro II, the present constitutional ruler of Brazil. The phrase is evidently of comparatively recent origin, for John Bartlett in his "Dictionary of Familiar Quotations" has no mention of it in the early editions. It sounds like Burke, but I can not find it in his works. The negative form which implies its converse, the positive, was, as I say, uttered by Dom Pedro I, on the 6th of April, 1831, when Stephen A. Douglas was nineteen, when Theodore Parker was twenty-one, and when Abraham Lincoln was just turned twenty-two. This reply of the first Emperor of Brazil was published in the Portuguese language during the week in which it was uttered, and was soon afterwards translated and printed in the journals of Great Britain, France and the European countries. In 1835 it was first published in book form in England, by John Armitage (an author not mentioned in Allibone); next by Rev. Dr. Kidder in his "Sketches of Brazil," published in Philadelphia in 1845; and thirdly by myself as given above. But the earliest form which I have seen is a positive one, and was, as will be seen, by Daniel Webster.

In the latest edition (1879) of Bartlett's Dictionary of Familiar Quotations are the following facts and quotations, viz.: Theodore Parker, in an anti-slavery speech delivered in Boston, May 29, 1850, speaks of the "American idea" as "a democracy that is a government of all the people, by all the people, for all the people." But twenty years before Theodore Parker enunciated this before the New England Anti-slavery Society, and one year before Dom Pedro I gave the negative form of it, Daniel Webster in a speech (made in 1830) said: "The people's government, made for the people, made by the people, and answerable to the people."

J. C. FLETCHER.

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Of seventy-six applicants at the August examination in Hancock county, twenty-nine were licensed and forty-seven refused.

Volumes XII, XIII, XIV, XV, of the INDIANA SCHOOL JOURNAL for the years '67, '68, '69, '70, may be had for \$5, by application to J. C. Murray, Madison, N. J. These are neatly bound in half roan.

The editor having been called to Trenton, N. J., on important business, and detained very much longer than was expected, the *editorial* for this month is brief.

Adams county will have an educational department at her fair this fall. It is under the charge of the county superintendent, G. W. A. Luckey.

Central Indiana Normal College opened September 2 with one-third more in attendance than ever before. Prof. J. G. Harper, of Lebanon, Ohio, was added to the faculty, the second week of the term.

"The Christian Foundation" is the name of a new monthly magazine of forty to fifty pages, to be edited by Alex. C. Hopkins and Aaron Walker, of Kokomo, Ind. It will be devoted to the promotion of educational interests, the relation of science to Biblical truths, etc. Price, \$1.50 per year.

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### PERSONAL.

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B. F. Marsh superintends the schools at Lynn.

H. W. Bowers is principal of the high school at Winchester.

W. F. L. Sanders has gone to New Albany for the coming year.

J. R. Branson will have charge of the Farmland schools this year.

S. G. Hastings is retained as superintendent of Decatur schools this year.

G. W. A. Luckey, county superintendent, will have charge of the schools at Linn Grove.

Alfred Kummer, of South Bend, has left the profession of teaching and joined the ranks of Methodist itinerants. May success attend him.

Mrs. Kate B. Ford, well known to readers of the JOURNAL by her contributions to its pages, and to many of them by her institute work, is now engaged in the city normal school at Cleveland, Ohio, at a salary of \$1,000 per year. Her husband, Captain H. A. Ford, formerly of the *Northern Indiana Teacher*, has permanently engaged as associate editor of the *Cleveland Daily Leader*—a handsome position, with good pay.

RETURN OF W. F. HARPER.—On the 23d of last November, W. F. Harper, principal of the Central Normal School at Danville, mysteriously disappeared. He came to Indianapolis on business, expecting to return the same day. He was seen in the city by several persons, and last seen at the Union Depot late at night. From that time, until a few weeks ago, he was not heard from even by his wife. Many were the theories in regard to the cause of his disappearance at the time he went away, and if the readers of the JOURNAL will turn to the January number they will find the JOURNAL's guess was not far from correct. In the *Danville Union* he relates his own story as follows:

"On the 23d of last November, I attended to some business in Indianapolis, intending to return home on the midnight train. I think I arrived at the de-

pot thirty minutes early, and walked back and forth in the depot awhile, and finally over to the Spencer House, and west to the lumber yard. Here two men approached me and demand my pocket-book; I reached for my revolver, and at the same time replied I should not give up my money. At this instant I was struck on the head, after which everything is either a blank, or very much confused. I have an indistinct remembrance of lying in a garret, of going a long journey by rail, of wandering alone and lost, and of many other things so vague and uncertain as to be incredible. One of the men who struck me, I recognized as a man I had seen previously that day. My returning consciousness among the Utes, and my subsequent course to Cheyenne, and to Danville, have been printed so often they need not be repeated. Many times in my wandering, I seemed to be accompanied by the man who struck me in Indianapolis. I could give many other impressions, but they are so fantastic I desist.

"My friends, you have my story. It may not be true, but this I know, I have given it as accurately as I could. I am not dishonest, nor do I try to deceive.

Very truly,

W. F. HARPER."

He states, also, that he had labored under an immense mental strain for months, sleeping but little, and keeping up on tonics. So his mind may have given away for the time. He denies that his financial trouble had anything to do with his leaving. He claims to have been robbed of \$400 or \$500. He says that he attended the theater the last evening at Indianapolis, but has no recollection of the play. The improbability that he could go to the theater and not recollect the play; that he would be robbed of his money and allowed to retain his watch, which he still has; that the robbers would attempt to carry a man a thousand miles from where they robbed him; the impossibility of a man's being transported in such a condition to such a distance, without attracting attention, and many other inconsistencies, render the Professor's story not only improbable, but impossible. His friends do not believe it.

The most charitable construction to put upon the story is, that he was in a semi-demented condition, and went away under some misapprehension, and simply *imagined* the incidents he describes. He is looking exceedingly well physically. The JOURNAL advises other over-worked teachers to visit the Ute Indians.

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## BUSINESS NOTICES.

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10

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ATTENTION,

All persons who have attended the State Normal School and all friends of the Institution! It is proposed to start, as soon as possible, a monthly paper to be devoted especially to the interests of the school, and of the graduates and under-graduates.

It is intended to supply personal items of interest, news of the societies and the school, and such notices of persons and situations as are accessible and judicious.

All graduates and under-graduates are requested to send personal and other items, as indicated above. They are also respectfully requested to give aid by calling the attention of others to the enterprise, and by using their influence to lend a helping hand.

All persons who have, at any time, attended the State Normal School, are requested to send their names and addresses. Terms made known in first number. Address all communications to

CYRUS W. HODGIN, or S. S. PARR,

9-2t

Terre Haute, Ind.

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*Biographical Studies.*—The many teachers who have heard the work in Biographical Studies, as given in institutes by Prof. S. F. Hershey, will be glad to learn that a Vol. on "Washington, General and President," is out in neat pamphlet form of 32 pages. It is just suited for teachers to give biographical talk to scholars. Every teacher in the State should have a copy. Price, 40 cents. Address the author at Denver, Ind. 10-11

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**ELOCUTION.**—Parties wishing to secure the services of Prof. W. F. Wentworth for teaching classes in elocution, or for public readings, at County Institutes during September and October, should address him at once, at Wabash, Ind. After September 10, address Schenectady, N. Y., P. O. Box 569.

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**Lucius B. Swift, Attorney at Law,** Room 2 Hubbard Block, corner Washington and Meridian streets, Indianapolis, Ind. 10-2t

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# INDIANA SCHOOL JOURNAL.

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VOL. XXIV.

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No. 11.

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## AMERICAN LITERATURE.

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*W* F. P. FOSTER.

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**L**ITERATURE is a repository of knowledge; it is an element of culture. Writers catch the thoughts and impulses of their fellow men, and weave them into words, which wed the sympathies of the people, and insure national confidence. A vital hope of this nation lies in an improved, purified literature. We have a literature, choice, in many respects, but deficient in variety, and in quantity. But we have, also, a vicious composition which a purer class of writings should drive from circulation. We desire a literature that will mirror the characteristic beauty of this continent; we desire a literature that will ably illustrate every branch of domestic and national industry; we desire a literature, into which shall be fused the principles of human liberty, that we have won with patience, and with blood; we desire a literature that will render America dearer to Americans. Such a literature would evince a growing intellect, and place us higher in the esteem of other nations. It would knit firmer the sympathies of the different sections of the country, and prove a lease upon the union of the States; it would aid in the naturalization of foreigners, and win them to the purposes of American society; it would tend to lift society from the slums and sewers of iniquity, and lessen the diffusion and influence of that sensational composition which, like a vampire, has fastened itself upon so many readers.

Many advantages possessed by this country show that we may develop a literature suited to the highest demands of civilized life. A few of these advantages we will now consider. The circumstances, under which this nation sprang into being, afford her an enviable opportunity in the struggle for literary fame. From the beginning, we have had the results of foreign pens to strengthen and stimulate literary zeal. The superiority of European literature has been, and will continue to be, an object of our noblest emulation. Nor should the aspiring genius of American authors be satisfied, until it stands the acknowledged equal of that in any of the older countries. This nation at its birth was civilized. When the writer dwells upon the early events of the republic, he is not amazed, nor disgusted at the savage customs of a barbarous ancestry; but he is gratified to illustrate the deeds of a cultured, Christian people. We do not seek the foundation of American society through the false roads of fable, nor through the mist of mythology. American history begins in truth, and in wisdom. Learning marks the very dawn of our literature. The "Farewell Address" of Washington has baffled the critics for a century. The writings of Hamilton, Jefferson, and Jay exhibit a simplicity of style and elegance of diction, and a penetration of thought, never before possessed by the literature of any nation at its origin.

The topography of America is not less favorable to literary culture. The literature of the world has been produced in the north temperate zone. Parallels of latitude, which cross the ancient lands, immortalized by classic knowledge and written wisdom, girdle the very body of our extended territory. We are favored with all the salubrity of atmosphere and variety of climate which gladden those European civilizations, whose literatures, like pyramids, tower above the plains of common intellect.

Literature reflects the objects treated. The scenery of America translated into letters would embellish millions of pages, and win universal admiration. Our scenery challenges the world for comparison. Silvery lakes dot the continent from sea to sea; rivers, flowing through extended and picturesque valleys, rise in the frigid regions of the north, and course the whole breadth of the country, when they lose themselves in the warm waters of the south; lovely prairies stretch far and wide; broad landscapes,



of verdant growth and varied beauty, mark every section of the land; from sunny plains, where roses smile, loom mountains, whose summits catch the gorgeous colors of the clouds, and wear, in frozen grandeur, the everlasting sleets of winter; in the east, winds the Hudson river, adorned by nature and by art; there, too, is Niagara. What sublime emotions must stir the writer who gazes on that cataract of matchless magnitude! And the great west, bedecked with the wonders of nature, imposes description on the gifted pen. Geysers shoot their crystal fluid hundreds of feet into the air; and canons exhibit the face of charms blacker and more dreadful than the fabled regions of eternal doom. Nature must prove false, and man lose his faculty of description, or these prodigies of earth will, some day, be depicted in a graphic literature, inspiring and immortal.

Political and religious freedom foster literature. Literature is a child of liberty; it pines away in the arms of despotism. Intolerant Spain drove her authors from the field of letters, and gave her books to the worm and the mouldering touches of decay. Under a democracy, the Greeks gave birth to writings which remain among the most wonderful creations of the human mind. All future scholars will hang with rapture on the literature of the Elizabethan age, produced in the land of the most humane government in Europe.

The American author enjoys an almost boundless liberty. The free institutions of this country fill its best writings with a spirit as new and noble as those institutions themselves. Free thought and free expression are the chief boons of American literature.

We have the means of education necessary to stimulate the desire for literature. Periodicals have been multiplied and circulated throughout the country, until they are within the reach of every household. "School houses stud the land as the stars the sky." Ever and anon appear colleges and universities, which blaze as suns amid these lesser lights. Lectures, learned and delightful; political questions, which involve individual, social, and national welfare; the theological inquiries of the ages, and the religious views of to-day, are brought to our attention by the press, and by able speakers.

Next to genius, a theme is the great requisite to a literary production. Many themes are broad as humanity. Love, joy, and grief inhere in human nature. And each, in our land, has manifested itself in a thousand ways fit to inspire the purest romance, while the events, which have accumulated in every department of physical, mental, and moral activity, are ample for a more instructive history than was ever written on the events of a single century. True, we can not boast the arrogant chivalry of the middle ages, nor the superstitious legends of the past; but we have the picturesque beauty of primeval nature, and a land endeared to us by deeds of suffering and patriotism. We have no crumbling coliseum to suggest a melancholy story of departed grandeur; but we have the magnificence of modern architecture. We have no amphitheater where gladiators meet in brutal combat; but we have arenas, on which clash the keenest swords of intellect.

American history furnishes the finest themes for poetry. Let the drama narrate the bold career of John Brown, over whose daring action the reader hangs with tenfold more suspense than over the fiendish deeds of Macbeth, or bloody Richard. Let it relate the triumph, the fall, and the ignominy of Tweed, the thief, who stands without a parallel in the annals of the human race. Let tragedy exhibit the act committed by the fiend whose fatal shot took the life of the patriot Lincoln, while upholding the arms of his bleeding country. What an epic might be written on the late civil war! From that conflict resulted the triumph of a moral principle which, for ages, had struggled with barbarism. The results of the rebellion afford materials for productions infinitely more instructive than the story of Homer's mythological gods, or Goethe's devil.

Then we have talent. It has manifested itself in war, in politics, and in many more practical scenes of activity. The mental abilities of America are recognized by the nations abroad. The ridicule formerly visited upon American genius by foreign critics is a thing of the past. Never again will a Carlisle ask "who reads an American book?" The merit of our literary talent is still more clearly seen in the achievements of American writers. The works of several American authors have appeared in every language of Christendom. The best dictionary of the English language is the product of American minds. Bryant wisely in-

voked the muse of nature, and Longfellow that of the heart. Taylor has rendered more charming the story of travel in every zone. Irving added to narrative and biography a brighter luster. Prescott and Motley gave the vigor of their intellects to history, and raised literature and their country in the estimation of mankind. Bancroft follows with cheering results. Kent and Story reduced the rugged and ill-defined codes of nations to plainer principles of jurisprudence. The speeches of Webster and Calhoun, compare favorably with any that ever immortalized a foreign forum. Mrs. Stowe touched the sympathetic heart-strings of half the human race, and helped to nerve the arm that broke the shackles of American slavery. These are among the worthiest of our literary celebrities. Of this class, we should have a greater number. It is true, that distinction in literature comes later than distinction in the more practical fields of labor. But the day is here, when the massive brain and forehead of America should double the results of their learned leisure.

Then, let us have a literature that will supplant passionate fiction which wrecks the mind, and causes deathless infamy. Let the grandeur of nature's gifts to this land be embalmed in language; let our writers prove faithful to native themes, and embellish incidents of American history; let us trust in the efficiency of letters. The writer, rather than the speaker, is to shape the conduct of individuals, and the policy of nations. Let us trust in the glory of literature; for nothing promises so much of earthly immortality. It is the only constant herald of fame. Through it alone, can live the names of the few that were not born to die. The scientist, the statesman, the philanthropist, all the great, must look to the writer for their meed of praise. The writer, himself, is a perpetual benefactor; he lives from age to age. Homer's story of Achilles fired the ambition of Alexander, and nerved the illustrious general in every battle, till he made the conquest of the world. Shakespeare lives; he speaks in the court, the parlor, and the pulpit; and he will live on as long as man delights in the study of human nature, or finds a charm in letters.

Let not the gifted author despair because his work is not at once appreciated. Writings of merit may lie hidden in the dust, unnoticed by the generation in which the writer lives; but he may be quoted in accents, then unheard, and in languages, then

unknown. Plato wrote for a little school of disciples, two thousand years ago; he wrote for the world of to-day. The principles of mathematics, wrought out by the writer of remote ages, aid the modern astronomer to search the heavens, and the navigator to traverse the bosom of the deep.

So, America may express herself in a literature, which shall mould the character of future generations. The hand that wrote may be cold; the nation may decay, and fall to pieces; yet, if she leaves the image and ideas of her better self in letters, death itself will be a germ of life, and the brightest forms of beauty and of glory will spring from the grave of the republic.

BLOOMINGTON, IND.

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## WORDS AND THEIR MISUSE.

*W*

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RICHARD GRANT WHITE.

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MORE than once, and in more than one place, I have said that I can not undertake to answer personally letters written to me about language. My correspondents must kindly pardon me for declining to settle the disputes on this point in which many of them seem to spend so much time—time which, I venture to suggest, could be more profitably, surely more pleasantly, spent in some other way. On the very subject of their disputes—the proper use of language—they will learn more by the observant reading of good English writers than by disputes, or even good-humored discussions, among themselves. Talking about the use of words does very little good, except in two cases; one, in which one of the talkers knows very much more than the others, and they do little but listen to him and learn; the other, in which there is discussion among scholars. Even the latter, however, are apt to become tinctured with bitterness; and as to disputes among the ignorant, they breed coolness, abate friendship, and even create enmity.

I shall now, and perhaps hereafter, remark upon a few of the points that have been brought to my attention. Of necessity, what I write will be desultory; but I wish to add that in the choice of the words, phrases or constructions upon which I shall

remark, I shall be guided by what seems to me the need of the general reader, not by the estimate placed by my correspondents upon the subjects of their letters. There is nothing in regard to language too frivolous, it would seem, to be made the subject of anxiety and the occasion of a letter of inquiry. I thought that I had seen the vanishing point of triviality in this respect when, some time ago, I received a letter asking whether *junior*, when used to distinguish John Smith, the son, from John Smith, the father, should be spelled with a capital or a small letter. I am sure that I neither know nor care; it is a matter which I should leave to my good friends and guardians, the proof-readers; and whichever way they decide it, I should be content. It is worthy of remark that persons who will be concerned about such trifles as this, and much troubled about "grammar," or some little slip in spelling, will use words with a most absurd perversion of their meaning, and phrases of revolting vulgarity, and yet preserve a complacent serenity. For one query addressed to me in regard to the proper use of words, I have had a hundred about "good grammar," a subject in which I am not at all interested, and upon which I have never, or very rarely, offered advice.

#### MISUSAGES.

*Avocation* is constantly misused in the sense of business, occupation, work. It will be found, not only in the pages of such journals as the *Saturday Review* and the (London) *Spectator*, but in the books of good writers. I have scores of examples at hand. The misuse began a long while ago. See, for example, the following passage from a writer of the rank of Defoe, who wrote nearly two centuries ago:

Wherefore I think to write to the learned Dr. B., imploring his most sublime haughtiness that when his other more sublime *avocations* of pedantry and pedagogism will give him an interval, etc.—*History of the Devil*, page 463, Ed. Bohn.

There is no room left for doubt as to what Defoe meant, for the Dr. B. was to get "an interval" from his "avocations." Now, Defoe, by his misuse of *avocation*, said exactly what he did not mean to say. He meant Dr. B.'s *vocations*, or, better, his vocation. A man's vocation is his calling, his trade, work,

business, occupation. Falstaff says to the Prince, of cutting purses, "'Tis my vocation, Hal," not 'tis my avocation. The occupations of his leisure hours, or those which call him away from his work, avocations. *Vocare*, to call; *a-vocare*, to call away. And here I will remark that this use of *avocation* by De Foe, and since his time by hundreds of good writers, so that nowadays it is the general usage, does not and can not make it right. There goes something besides the mere repetition of a word in a certain sense to the making of pure language. As *vocation* means calling, *a-vocation* can not properly mean calling, but must properly mean a calling away, a thousand De Foes to the contrary notwithstanding. And the word itself might well be dropped, whether used rightly or wrongly, in favor of a plainer and simpler one. Thus, where in "The Cruise of the Galatea," page 220, it is said: "The laborers are able in the hottest weather to *carry on their usual avocations* without danger," it might much better be written that they were able to "do their daily work," etc.

*Couple.* This word is another example of a general misusage which has extended through at least two centuries, and of which many instances may be found in the works of the best writers. The following passage from the *Saturday Review*, the pages of which fairly represent the best English now spoken and written, is an example of the misusage in question:

"In broad daylight she met a *couple* of men carrying a *couple* of sacks." (February 23, 1878.)

The incorrectness of this use of the word is made very manifest by the following example of its correct use in the very same journal, and, in fact, in the same article:

"The real master of the establishment is the stiff and exacting Colonel Demarcay, who pensions her husband, pays her dress-maker's bills, and, in short, maintains the young *couple*, on condition of their absolute subservience."

The man and the wife are properly called a couple, because they are joined or coupled together. The men carrying the sack were not coupled, nor were the sacks coupled. There were two men carrying two sacks. It is not easy to find a reason for this general misuse of a word of two syllables for a word of one, unless, indeed, we find it in a dislike of plainness and simplicity. I have remarked upon this misusage before, but it

occurred to me as another (and yet a stronger) example of general error, such as that last remarked upon. One illustrates the other. Nor shall I be deterred from the indication of error because I may have censured it at some time before.

*Talk* is now very generally misused for *speak* and by many persons who should know better. Thus, Trollope writes:

"The fact is, George, we are rather a divided house here. Some of us *talk* Italian and some English. I am the only common interpreter in the house, and I find it a bore."—*Popenjoy*, chapter 30.

"But they are quite willing to think that I and my wife ought to be damned because we *talk* Italian, and that my son ought to be disinherited because he was not baptised in the English Church."—*Popenjoy*, chapter 24.

And even Thackeray has:

"I *talked* Latin faster than my own beautiful *patois* of Alsatian French."—*Paris Sketch-Book*, Ed. 1869, page 126.

In all these cases the proper word is *speak*. The people spoke Italian, and they spoke Latin. A man may speak Italian, or English, or any other language, very well, and yet talk nonsense. People speak to each other in the street, or as they pass each other in the dismal promenade of evening parties; and they sometimes stop and talk. *Speak* corresponds to the French *parler*; *talk*, to *causer*. A child may be able to speak; *i. e.*, say *mamma* and *papa*, but not to talk *i. e.*, to put words together intelligently. The two words may seem to overlap each other, even in correct usage, but it will be found, I believe, that they do not. At any rate, the misuse in question is flagrant.

*Fire* is very generally misused in a way of which the following instance is an example:

"Then came the aboriginal games, in which Dick-a-Dick appeared in his clever trick of dodging a cricket ball. \* \* \* An incessant *fire* at him was kept up at a distance of only twenty yards, but he fended them all off most adroitly."—*Cruise of the Galatea*, page 374.

And we hear and see continually such phrases as "he fired a stone," and I remember even, "he fired a glass of water in his face." Indeed, *fire* has come to be used by the majority of people, in a loose, slovenly way, for both throw and shoot. Its misuse came about first by a use of it as a synonym of shoot.

When hand fire-arms first came in use, and very slowly superseded the bow, the musqueteer carried a lighted match (by which the poor fellow often blew himself up with his own powder), and the word of command was, "Give fire," *i. e.*, put fire to the powder. This was soon naturally abbreviated to "fire." Hence, *fire* came to be used, pardonably as to arms, for *shoot*. But the last line of "Hamlet" is, "Go bid the soldiers shoot"—Fortinbras' command for the military salute to the corpse of the Prince. This use of *fire* for *shoot* has gone on until we now hear archers talk of "firing an arrow," a somewhat absurd expression. The next stage of perversion is the use of *fire* to express the projection of any missile; *e. g.*, to fire a stone, instead of to throw a stone; to fire a cricket ball, instead of to throw one. Ere long we may hear of a fireman firing water at a fire, for there is no knowing what may be in store for us.

*Expect.* I have heretofore remarked upon a too common misuse of this word in the simple sense of think, or believe. This misuse is not confined to uneducated speakers or to untrained writers. I very recently observed two instances of it in Mr. Mallock's remarkable book, the "New Republic:"

"'I *expect*,' said Miss Merton, 'that we are naturally more introspective than men.'"—*Book III., chapter 2.*

"'For, in the first place, I *expect* it requires certain natural advantages of position to overlook life.'"—*Book III., chapter 2.*

Mr. Mallock is not only a thoughtful and a brilliant writer, but he is a scholar; and he knows as well as any one can know that *expect* means to look forward to, and not think or to believe. And yet, meaning to express the idea think or believe, he wrote *expect*—wrote it intentionally and by no blunder, being led into his error by the mere effect of contamination. He heard people around him use *expect* in that way, and he read it in newspapers and in magazines, and his knowledge did not prove a sufficient disinfectant. His example shows the use of such verbal criticism as this, which otherwise would be trivial business.—*New York Times.*

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THE man who can be familiar with every one he meets, and preserve their respect, and does not lose his own, is a very uncommon character.



## FLIES.—IV.

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A. W. BRAYTON, M. D.

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**F**AMILY *Cecidomyidæ*—the Gall-gnats. These are minute, delicate, slender-bodied species, clothed with long hairs. The eggs are laid in the stalks of cereals, and in the stems, leaves, and buds of other plants. The larvæ produce galls or other deformities, or arrest the growth of the affected part.

## HESSION FLY.

This fly does much injury to wheat, barley, and rye. Supposed to have come over in the straw beds of the Hession troops, hence the name. The larvæ, twenty to thirty, live between the leaf and culm, sucking the sap and weakening the plant. Two broods yearly. They are best destroyed by burning the stubble after harvest.

## WHEAT MIDGE.

This fly is, also, a foreigner; it came over from Scotland in 1830 to Canada, and spread thirty miles the first year. The eggs are two to twelve, laid in the flowers of wheat, etc., in June and July. In ten to twelve days the red larvæ appear, and feed on the pollen and milk of the grains, which shrink up and become worthless. The pupæ state is passed under ground, and the fly appears in May or June of the next year.

In 1854, this Scottish importation cost the State of New York \$15,000,000; and in 1857, destroyed one-third the wheat of Canada—some 8,000,000 bushels. The fly is not over one-sixth of an inch in length. Deep plowing in fall or spring, and sowing wheat late in May, has nearly destroyed the wheat midge in New England.

## WILLOW GALL-FLY.

This fly causes the large black terminal cones seen on willows. Each cone contains a single bright larva, which produces a fly in early spring. Another is the bright yellow larva of the gooseberry gall-fly, which makes the fruit prematurely red, and insures its decay.

Certain species of gall-flies are remarkable for producing young in the larval condition (viviparous, asexual, or agamic reproduction.) Two large fatty bodies, one on each side of the body, break up into eggs, which grow until the entire cavity of the mother is filled with young worms like itself. These come forth like the wingless broods of plant-lice, spoken of in a previous article. This kind of reproduction is simply a budding process; it is a common mode among Radiates, the Low Worms and Crustaceans, and "demonstrates clearly the impossibility of drawing any absolute line of demarcation histologically between ova and buds." Something analogous is seen in the common bees. "The fecundated egg of the queen bee produces a queen bee, or a neuter (undeveloped female), according to the food of the larva, and other conditions to which it is subjected; while the unfecundated ovum produces a drone." (Siebold.)

These gall-gnats should not be confounded with the true hymenopterous gall-flies, which produce rose galls, and especially infest oak trees, forming those little papery balls, which, growing on an oak tree of Asia Minor, furnish the gall-nuts used in dyeing, in making ink, and are, also, the source of those powerful astringents—tannic acid and gallic acid.

#### FAMILY TIPULIDÆ—THE CRANE-FLIES.

These flies are easily known by their large size, large legs, and slender feelers. These insects have given rise to humorous stories in the papers of "giant mosquitos," which they somewhat resemble. The larvæ live in the soil, in decayed wood, and in vegetable mould; some are destructive to the roots of grass and grains.

The three-banded crane-fly is a common species, abundant in May and June, in grassy fields.

#### FAMILY MYCETOPHILIDÆ.

These are small flies capable of leaping to a great height. They have no proboscis. The larvæ are gregarious, usually living in decaying matter. The larvæ of *Sciara* stick together by a gummy substance under the bark of trees. When fully grown,

they march by thousands in procession, in a dense and serpent-like mass, sometimes several feet long, two inches wide, and five or six worms deep. The Germans call them "army-worms." Prof. Cope describes such an army seen in September, 1867, in Chester county, Penn., going at the rate of about an inch a minute.

#### FAMILY PULICIDÆ—THE FLEAS.

These are wingless *Diptera*, which make up in legs what they lack in wings. Some regard them as a distinct sub-order under the name of *Aphaniptera*. The body is compressed; there are two simple eyes in the place of compound eyes. The larva lives in dirt; in twelve days it becomes a pupa in a silken cocoon; in two weeks more its teeth are sharpened, jumping legs are grown, and *Pulex irritans* is ready for the business his specific name suggests.

Various species infest the squirrel, cat, and dog. Flea-afflicted dogs should be kept clean; washed in strong soapsuds, weak tobacco water, or coal-oil. The writer remembers saturating a favorite Irish setter with kerosene just in the shooting season; the dog was not able to scent a prairie hen for two weeks.

One of the most serious torments of warm countries (including central and southern Indiana), is the *Sarcopsylla*, variously known as jigger, chigoe, chique, or pique. The female soon bores into the feet or limbs, causing, on most people, distressing sores, which are alleviated somewhat by the use of salt. The chigoe takes the place of the mosquito in the southern Alleghanies and the sea-coast. The tropical species stay under the skin, swelling with her growing eggs until she is the size of a pea. Remedy, high boots and high latitude.

To the family *Simulidæ* belongs the black-fly, *Simulium molestum*, and other species which are the terror of horses and cattle. *S. nocium*, the "No-see-um," of the Sioux and Chippeways, and the torment of travelers in the north, comes forth at night, creeps under garments, and produces a sharp and fiery pain, but draws no blood. The writer recalls vividly a party of college students camping at the Sault St. Marie, under the lead of the venerable Dr. Marcy, of the North-western University of Illinois, who took shelter, from a pelting storm, in a deserted house, but soon

## SCHOOL RECORDS—THE REGISTER.

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S. McRAE.

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A well kept school register is *prima facie* evidence of a well kept school. If the forms in the registers furnished by the trustees are defective, the omissions may be supplied in less than one hour each month, by the use of rule, pen, and ink.

The suggestions herein offered, contemplate a school of ten months and a register complete in one book, but the intelligent teacher will be able to make the modifications necessary in the system of records in use, whatever that may be.

Write the name of the teacher in the first space of the first page. In the spaces for daily entries, write the date of arrival, forenoon and afternoon. Make the entry at the precise hour and minute of arrival. Leaving a space between forenoon and afternoon arrivals will require, in all, thirty spaces for the school year. The principal, or first assistant, should daily transcribe these entries into his own register.

Write, beginning in the thirty-first space, the words Daily Belonging, Daily Attendance, Per Cent. of Daily Belonging in Daily Attendance, Cases of Tardiness, Time Lost, Visitors. Reserve sixty spaces for these daily entries. The first three are the most important, and if written on a blackboard in each room in the school house, would stimulate regularity. Some teachers daily group these items and record them in the register.

Write in the ninety-first space, the full name of the pupil of highest rank in the highest class. Below the name, write the full name of the father and the full name of the mother. Next, write the letters indicating the proper grade. If there be more than the class in the grade, prefix ordinal numbers, using, first, for highest, thus: First D. P. Follow Class with Where Born (Nation, State, P. O.), When Born, Enrollment, Age (years, months, days), using three spaces for each pupil. In case a pupil has been in another room of the same school corporation, there should be no admission without a statement showing standing, and if in the same school year the statement should give the date of enrollment, as this must not be changed. Some instruction

should be given by the superintendent, by which the discharged by transfer, may balance the joined by transfer in the aggregates each month. In most cases it will be practicable not to regard the transfer as complete until the pupil has actually joined by transfer. Record, in connection with this annual roll, monthly and yearly totals and averages. The first ten spaces for daily entries may be used for totals of P. (Punctuality), R. (Regularity), and D. (Deportment.) The next ten to the right are sufficient for transcribing the Av. Dis. (Average Discipline), Av. Ex. (Average Examination), and Gen. Av. (General Average), each month. In connection with names of pupils, under head of Remarks, there may be noted, in abbreviated form, the names of persons in charge of children who are not the real parents, deaths with cause, promotions, transfers, removals, etc. Make no change in the annual roll, but if a pupil be promoted twice in the same school year, the name will need to be written twice, that the examinations for promotion may both be recorded in the proper place.

Write in monthly roll the names of all pupils who, at the time, have not ceased to belong by transfer, or by an absence of more than three consecutive days. This is known as the St. Louis rule, and as construed there even in case of absence by reason of death, the name is not dropped until after three days. Write the names in order of class rank, or of the alphabet, as competent authority may expect. If a pupil be prompt, regular, and correct, the entry each day may be as follows:

|   |  |
|---|--|
| $\begin{array}{ c } \hline \cdot \\ \hline \end{array}$ | $Total\ P.=2.5 \times \text{No. of times at roll-call.}$                             |
| $\begin{array}{ c } \hline 1 \\ \hline \end{array}$     | $Total\ R.=2.5 \times \text{No. of half-days of attendance.}$                        |
| $\begin{array}{ c } \hline 5 \\ \hline \end{array}$     | $Total\ D.=5 \times \text{No. of days of proper attention, silence, industry, etc.}$ |

In half-day school credit 5 for P. and R. instead of 2.5.

*Av. Dis.*==sum of P., R. and D., divided by 3.

*Av. Ex.*==sum of results divided by No. of required Ex.

*Gen. Av.*==sum of Av. Dis. and Av. Ex., divided by 2.

*Rank* depends on General Average.

The same examination should be required of all. If absent, there will be a blank; if present and a total failure, there will be a 0 entered. The blank may be the result of sickness, yet the record should tell the truth. There are three kinds of rank—school, class, and progress rank. The latter only needs expla-

nation. If A, last month, had a General Average of sixty, and this month he has sixty-five, while B had ninety-five, and now has ninety, the progress of the former is five, that of the latter five. As between these, the former is rank one, the latter rank two. The comparison in this should extend to the whole room. The department of pupil absent for good cause should be credited. In case of dismissal of school for fair, the credits of previous days may be doubled in estimating averages.

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### PRIMARY ARITHMETIC.—I.

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ELI. F. BROWN.

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IT is desirable that children in the primary classes of the common schools should learn the fundamental operations in numbers, (1) that they may be prepared to pursue study in other subjects, (2) that they may, in some degree, be prepared for the practical activities that will engage them out of school, (3) that they may acquire the habit of mind, which comes from drill in accurate and ready computation.

That is the best method for teaching primary numbers, which will best produce these desirable results. The old method which neglects the first steps in figures until the second or third year, and then takes up Addition, Subtraction, Multiplication, and Division successively and separately, teaching each in somewhat of an exhaustive manner before beginning the next, permitting the pupil to labor with slowness and uncertainty in the extended work of each, is giving place to the more rational and successful plan of Grube.

The method known as "The Grube Method," is familiar to a limited number of teachers of primary grades in the larger cities, and by them is practiced with excellent success. The greater number of the teachers in the State do not fully understand and appreciate the beauties and excellencies of this method.

Those teachers who succeed best with this plan, begin the instruction with the pupils in their first year. There are as many as four exercises daily with the beginning class, and *one* of these four is in numbers. The children are taught to count, to recog-

nize the number of objects in a group, to read and write numbers, and to combine numbers in all of the different processes of Addition, Subtraction, Multiplication, and Division, the whole limited to such a degree of complication and advancement as shall be entirely within the comprehension of the child. The counting, reading, and writing may safely be limited to one hundred for the first year. It is with the manner of teaching combinations that the Grube Method chiefly deals.

The fundamental idea of this method is to teach the child all there is to be known of each number, in succession, from one to ten—to teach each in all its relations to the numbers less than it, whether these relations involve Addition, Subtraction, Multiplication, or Division. By passing through one, two, three, four, etc., in this manner, the child's work is complete so far as he goes, and within this limit he can do anything that he will ever need to do. Objects, such as pieces of chalk, fingers, lines, or dots are employed at first to illustrate the various operations, so that the child sees and is satisfied that such combinations as he is required to learn are matters of fact. The child retains these combinations in memory, and is required to reproduce them from memory promptly and rightly.

Each member is taught in its *pure* form so that the child has a perfect notion of the number. It is then "measured" with the numbers below it. It is then applied to objects, and simple problems involving the number are given requiring prompt solution.

#### ONE.

The idea of unity is early acquired by every child. The youngest and the dullest child knows *one*. He will recognize one object in the room, one person, one line. There is little that can be done to measure one, yet the child can understand that once one is one, and can learn to express this relation in the formula,  $1 \times 1 = 1$ .

#### TWO.

Two is taught in its *pure* form, until the child has a clear notion of two, and can apply this notion by naming objects in the room of which there are two; also, objects in the play-ground, objects in sight, objects at home of which he thinks, parts of the body, etc.

Two is then measured by one:

$$1 + 1 = 2.$$

$$2 \times 1 = 2.$$

$$2 - 1 = 1.$$

$$2 \div 1 = 2.$$

In each case the relation may be learned by use of objects. In the first the child learns, and is lead to say, one and one are two; in the second, one time two is two, or two times one are two; in the third, two less one gives one; in the fourth, two contains one twice, or one may be taken from two twice.

The first two exercises are so fundamentally similar that if the child knows the first, he can readily understand the second. In learning the first, he does, in reality, learn the second, and it would seem that the proper time to fix this knowledge is in immediate connection with the first. The third is so plainly the reverse of the first, and may so readily be taught in connection with it, that it is the best to teach it in connection with the first, rather than have the child learn it afterward as something different. The fourth is plainly the third, in different form.

The child must learn these combinations some time, and while working in the stage of *two*, it seems best that he learn them as related exercises. In gaining clear ideas of these relations, the child's *language* should be carefully watched, that it be clear and terse. Clearness of thought and language are nowhere more desirable than in dealing with primary grades in lessons in numbers.

After the pupils are ready with the formulæ as given, the teacher may introduce many such questions as follows:

Two is one more than what?

Of what is two the double?

One is one less than what?

Of what is one the half?

How often may one be taken from two?

What contains one twice?

These will test the class in their understanding and memory of the combinations, and in their ability to comprehend the teacher's language, and to express their own thoughts. The teacher may then vary the exercise and introduce many simple problems in application of two, as follows:

If a pencil cost one cent, what will two cost?



A boy had two dimes and spent one. How many dimes had he left?

All the movements of the class, whether in counting or reading numbers, in drill on formulæ, or in answer of questions, should be rapid. It is quite easy to fix the habit of quick work in figures. Correctness is in no way dependent on slowness of operation; it rests upon clearness of comprehension by the child, and the readiness and truthfulness of his memory. Every child, if properly taught, may become a correct and ready reckoner, and the time to begin this work, is the first day of the child's first year in school.

All exercises in numbers should be so varied that at one time the child's eye does the work, at another his memory is tested, and upon being sent to his seat and he has definite *slate* work to perform.

INDIANAPOLIS HIGH SCHOOL.

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## STUDIES IN PSYCHOLOGY FOR YOUNG TEACHERS.

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L. H. JONES, PRIN. INDIANAPOLIS TRAINING SCHOOL.

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IMPROVED methods of instruction are of little value in the school-room, unless the teachers, who use them, do it skillfully. The most valuable kind of skill, is that which results from practice in the light of a clear knowledge of the principles involved.

A knowledge of the leading laws of mental activity and development enables a teacher to invent his own methods of school-work, and thus secure the added influence of his personality in his teaching. In the hope of encouraging study in this direction, I give the following suggestions:

### LESSON I.—THE CONDITIONS OF SENSE-PERCEPTION.

- I. *Objective Conditions.* (a) Existence of healthy sense-organs, *i. e.*, the existence of eye, ear, etc., in a normal condition.
- (b) Existence and presence of appropriate objects with which to excite these organs to action; *i. e.*, of sights to see, sounds to hear, etc.

2. *Subjective Conditions.* (a) Existence of a healthy or sane mind. (b) Absence of preoccupation of the mind. (c) A fixing of the attention of the mind upon the objects presented to the senses.

Reviewing these conditions, we see that two of them are objective and three are subjective. Of the objective ones, it is plain to see that the first is one over which the teacher has no control; we may dismiss it at once. The second one—the existence and presence of appropriate objects—is one over which the teacher has largely control, and yet one in which he is likely to fail greatly. The presence of *appropriate* objects includes the presence of means for awakening the different senses, and for bringing them to bear upon the subject in hand. Sometimes the object needed is a book, from which the pupil, through the sense of sight, aided by the stock of ideas and relations already possessed, obtains the new ideas. But, books are not always the best objects with which to teach children. Books are too artificial; the relation between sign and thing signified is too arbitrary. Such means are fitted only for teaching pupils who are in more of a reflective stage of development. Pictures, drawings on the blackboard, maps, etc., attract the eye, and call in the attention of the mind of the child, and by their natural relations, suggest readily the truth to be taught. Better than these, whenever they can be made to bear a definite relation to the lesson, are natural objects. For example: in learning botany, the senses mainly used are those of sight and touch, and the appropriate objects with which to excite these senses to action are the real roots, stems, leaves, flowers, and fruits studied. The best distance at which to view an object, is the same as that at which we naturally hold it for examination by touch. Thus, these two senses aid each other; therefore, the teacher who tries to teach from a single specimen, which he holds in his own hand, at an inconvenient distance from the eye of the pupil, is violating the conditions on which these senses act respectively, and fails to get any benefit from their joint action, because the conditions for such action are not supplied. But the cases in which teachers violate the objective conditions of sense-perception, while expecting their pupils to learn by means of the senses, are too numerous to need more than casual notice. Every time a teacher hangs a map so that the pupil can not see readily what is on it, he violates the

condition of sight; when he speaks indistinctly, or worse still, with a harsh, rasping quality of voice, he is violating the best conditions for sense-perception through the ear. So each of the senses has its list of objective conditions, many of which the thoughtful and ingenious teacher can supply in his daily work.

Looking at the subjective conditions, we see that while the first is beyond the teacher's control, the second and third are conditions which the teacher soon learns to supply. If the little pupil is preoccupied, no ideas of the lesson reach him through the senses until he is aroused. His soul must attend. The skillful teacher knows that interesting or unusual objects presented break up the preoccupation of the mind, and call in and settle the attention upon the subject in hand. Interesting illustrations and explanations hold the attention thus gained and make it wholly. The conditions of sense-perception being thus complied with, the pupil gains the knowledge intended, naturally, rapidly, and permanently.

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### RELIGION IN THESE DAYS.

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MAN'S place in nature has never been so sharply and profoundly questioned as it has been during the past ten years. The answer which science presumes to give, when it presumes to give any, is not one which pleases or in any way satisfies itself. "Dust thou art, and unto dust shalt thou return." Matter and force have manifested themselves in man, in form and phenomena, and the matter and force which have made man shall at last all be refunded into the common stock, to be used over and over again, in other forms and phenomena. There is a body, but there is no such thing as mind, independent of body. The dualism of constitution in which we have believed, and which lies at the basis of all our religion and philosophy, is a delusion. Out of all the enormous expenditure of ingenuity, or of what appears to be, or seems like ingenuity, nothing is saved. The great field of star-mist, out of which our solar system was made, has been hardened into planets, set in motion and filled with life, to go on for untold ages, and then to come to an end—possibly to become a field of star-mist again; and nothing is to be saved out of the common fund of matter and force that

can go on in an independent, immortal life. Man is simply a higher form of animal. God, as a personality, does not exist. Immortality is a dream, and the Christian religion, of course, is a delusion.

These conclusions seem to be the best that science can give us. Science believes nothing that it can not prove. There may be a personal God, who takes cognizance of the personal affairs of men, but science can not prove it; therefore, a belief in a personal God is "unscientific." There may be such a thing as the human soul—a spirit that has a life, or the possibilities of a life, independent of the body; but it can not be proved. Indeed, it seems to be proved that all the phenomena of what we call mind are attributable to changes that take place among the molecules of the brain. Therefore, a belief in the human soul is unscientific. Of course, if there is no human soul, there is nothing to save, and if there be nothing to save, Christ was, consciously or unconsciously, an impostor; and the hopes and expectations of all Christendom are vain. And this is the highest conclusion to which science seems to be able to lead us. Can anything be imagined to be more lame and impotent? We should think that every laboratory and every scientific school, and every library and study of a man of science, would seem like a tomb! That this attitude of prominent men of science toward the great questions that relate to God, immortality, the nature of the human soul and the Christian religion, has sadly shaken the faith of a great multitude, there is no doubt. Society is honeycombed with infidelity. Men stagger in their pulpits with their burden of difficulties and doubts. The theological seminaries have become shaky places, and faith has taken its flight from an uncounted number of souls, leaving them in the darkness and sadness that no words can describe. All this is true. It is so true that tears may well mingle in one's ink as he writes it; but, after all, we have everything left that we have ever possessed. Nothing is proved against our faith. Science has never proved that there is no personal God, no soul, no immortality, no Christ, and these are matters that we have always taken on faith. Not only this, but they are matters which science is utterly incompetent to handle. They are outside of the domain of science. Science can no more touch them than it can touch anything that it confesses to be "unknowable."—*J. G. Holland in Scribner.*

## OFFICIAL DEPARTMENT.

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### CONCERNING EXAMINATION OF CANDIDATES FOR STATE CERTIFICATES.

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At a meeting of the State Board of Education, held September 30, 1878, the following scheme for the examination of candidates was adopted, namely:

*First.* The applicant shall present to the Board, at such time as it may direct, a full statement setting forth the name of the institution or institutions at which he has been educated, the course of study he has pursued and completed, and the extent of the attainments which he has made, scholastic and professional. He shall, also, furnish satisfactory evidence, by reference, certificate, or otherwise, of the following facts: that he has taught, or supervised school work for at least fifty months, of which eighteen shall have been in Indiana; that, during this period, he has maintained, and does still maintain, an unspotted character, is industrious, temperate, pure, honest, and truthful; that he has attained high distinction as a successful educator, having not only ability to instruct, but also marked tact as a disciplinarian; and that he has so managed the school or schools under his charge as properly to develop the moral and intellectual character of his pupils.

*Second.* When the Board is satisfied, by a thorough examination of the evidences furnished, as to the moral and professional requirements above recited, they will then notify the applicant of the time and place of the second part of the examination, which may be oral or written, or both. Applicants must be prepared to pass a thorough examination in the following branches:

*For License of Second Grade.*—Reading, Writing, Orthography, Arithmetic, Grammar, Morals, Geography, including Physical Geography, United States History, Elements of Algebra, Plane Geometry, Elements of Physics, Elements of Zoölogy, Elements of Botany, Constitution of United States, Physiology.

Add for First Grade—Complete Algebra, Elements of Rhetoric, Elements of Geometry, General History, English Literature, Elements of Chemistry, Latin, embracing two Books of Cæsar and four Books of Virgil, or the equivalent thereof.

At a meeting of the Board held in October, 1879, the following notice was ordered to be published, namely:

Notice is hereby given that for the examination of 1879–80, applicants must file with the State Superintendent of Public instruction, on or before Decem-

ber 10, 1879, such evidence as may relate to the points required in the first part of the examination above described. The State Board will notify such persons as may pass the first part of the examination to appear at a meeting of the Board, to be held at a subsequent time, for the second part of the examination.

The following resolution embodies the opinion of the State Board in reference to the issue of State Certificates:

*Resolved*, that the State Certificate is not intended as an instrument to enable its holder to gain a position in the profession, but is a testimonial for service already rendered, and of professional eminence already gained.

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STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INST,

SUPERINTENDENT'S OFFICE, Indianapolis, Oct. 14, 1879.

*G. W. Barnard, Esq., Fort Branch, Ind.:*

DEAR SIR:—In answer to your favor of the 13th, I think I can state some general principle in the case which will enable you to settle the questions you ask:

1. You may establish a new school district, and rent or lease therefor a building now owned and occupied by a Catholic school, if you think it necessary to do so.

2. If you establish such a district, you must permit persons to be attached to it under the same restrictions as in other districts.

3. You must exclude from such school the children of all persons not regularly attached to said district according to law.

4. The school, when established, must be under your control in every respect as other schools in your township. You must contract with and employ a teacher who has been regularly licensed, and who must be under the same rules, regulations, and supervision as all other teachers of public schools in your township.

5. No distinctive denominational instruction must be given in such school, and the books and apparatus used must be the same as those used in other schools of your township of like grade. What the children do in a church near by, before or after regular school hours, is a matter with which, under ordinary circumstances, you have no right to interfere.

6. You may take the advice of anybody in reference to the selection of a teacher, but you can not legally bind yourself to select a teacher who may be the choice of any person or persons. Such a promise is a personal affair merely, and not a legal obligation binding your township.

7. A Catholic priest has as much right to visit a school as any other person, but he has no more right to interfere with or control such school than any other citizen.

In brief, a trustee can not divert public money to support private schools.

## EDITORIAL.

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### SPECIAL OFFER.

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To any one who will send us two new subscribers at \$1.50 each, or four subscribers at \$1.25 each, between this and January 1, 1880, we will send them the SCHOOL JOURNAL MAP OF INDIANA.

This is one of the latest and most correct maps published. It is 27x36 inches in size—large enough for all ordinary use in the school-room. It shows the counties in different colors, bounds the civil townships, locates correctly every railroad in the State, and gives the name and location of nearly every post-office. It is a very complete map, gotten up in good style on heavy map paper.

A teacher who recently ordered it, writes as follows: “The map is received; it is the best map of Indiana, of its size, that I have ever seen. It has two points deserving especial admiration: 1, the coloring does not obscure the engraving; 2, the railroads are all named. Furthermore, the governmental, historical, and other notes in the margin are of much interest and value.” Who would be without this map when it can be had on such terms?

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IF you do not get your JOURNAL by the 15th of the month, write at once.

Do NOT send specie in a letter. If you cannot get scrip send postage stamps.

IF you wish the address of your JOURNAL changed, give the old post-office, as well as the new, together with the county in each case.

Again, we must insist that notices for change of address be sent in *early*. A notice sent as late as the 25th is usually too late for the mailing of the JOURNAL for the succeeding month. When a JOURNAL is missed in this way, application should be made to the postmaster to have it forwarded.

AS MONEY is sometimes lost in the mails, it is always *safest* to send by money order, by registered letter, or by express. The editor of the JOURNAL takes all risks on money sent in either of these ways. When within reach of a money order office, always send money order. This method is absolutely *safe*. In no case send silver; for fractional currency, use postage stamps.

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### A COURSE OF LECTURES.

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The JOURNAL, for many years, has urged upon teachers the value of a course of lectures, and it takes some credit to itself, from the fact that a large number of the cities and towns, and even country neighborhoods, sustain regularly a course of lectures. Teachers and superintendents, we are glad to know, are usually the prime movers in this matter.

These lectures should be secured for two excellent reasons: 1. They will serve as a means of interesting and instructing the people. In proportion as people are cultivated will they appreciate such entertainments, and if they are not well patronized, there is all the more reason why they are needed. 2. They can usually be managed in such a way as to make at least a little money, which can be used for the purpose of buying a good reference library for the schools, or for some other good object.

These lectures, in order to be instructive and profitable, need not be expensive. Let at least a part of the lectures be by "home talent." Many excellent and successful courses of lectures have been made up entirely of citizens. Let the good work proceed.

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### LITERARY SOCIETIES.

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Every teacher should feel that he has a work to do for pupils in the way of cultivating their taste and creating in them a desire to read good books; and this is by no means an insignificant work. Boys and girls who have been taught to read easily and well, and who have acquired a taste for good literature, and a desire to read, hold the key to a moral life and to a "liberal education," whether or not they are ever permitted to enter a college, or even a high school. Teachers can do much in this work in connection with their regular school work, and especially in connection with the composition work of older pupils.

But, we started out to say that very much may be accomplished through the agency of literary societies. These societies may be organized in the school, entirely under the control of the teacher, or they may be organized in connection with the schools, and be largely influenced and directed by the teacher. Any literary society conducted in an orderly way will be profitable in many



ways to those participating, and an intelligent teacher can enhance much to this benefit by suggesting topics, planning the work so that it shall have some system, and concentrating, so far as possible, on a few definite lines of study. One or two meetings spent exclusively in studying the life and works of one author, will be very much more profitable than to have a half-dozen exercises each evening on as many different subjects or authors.

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### HOW ARE YOU SPENDING YOUR EVENINGS?

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Reader, how are *you* spending your evenings? Are you making them valuable to yourself and others, or are you wasting them? For several months to come the evenings will be long, and the circumstances should be extraordinary if the average teacher shall not arrange to spend regularly one or two hours, at least five evenings of the week, in study. The teacher who does not continue to grow, must, sooner or later, *fossilize*—it is only a matter of time. And a part of this study should be in the way of general culture—the daily preparation of lessons as a matter of course, but this of itself is not sufficient; there must be a *growth*.

Select some line of reading or study and stick to it till it amounts to something. Many persons with the best intentions, and with a strong desire for self-improvement, fail to reap the reward of their labors, simply because their time is dissipated upon a great variety of subjects. They read newspapers, magazines, books of fiction, history, etc., without any system, and without any purpose. Let it be remembered that reading, of itself, is not necessarily profitable, even when the matter read is not objectionable; not only the character of the reading, but the manner in which it is read must determine whether or not there is any culture in the process. When the reading matter is appropriate, the principal question is, not how much, but how *well*. One good book read well—"read between the lines," read in the English sense of reading—is more profitable than to read a half-dozen books hurriedly or carelessly. To "skim" through a book, or to read through many books without digesting their contents, often does the mind positive harm.

The manner in which a person uses these leisure hours—only one or two a day—will determine largely his intellectual character and his future culture.

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### MR. KIDDLE AND SPIRITUALISM.

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Some time since the JOURNAL told its readers that Mr. Kiddle, the able superintendent of the New York city schools had exposed the cause of spiritualism, had published a book on the subject, and as a result, was having some trouble with his school board. The disaffection in the board continued to

grow, till at length Mr. Kiddle tendered his resignation, which, on October 1, was accepted, and his successor elected. He had friends both in and out of the board, who labored hard to secure his re-election, but all in vain. The president of the board, Mr. Wood, in the course of the debate over the question, said that he had always been a warm friend and supporter of Mr. Kiddle, that he regarded him as an able man and an excellent superintendent, but that he believed that Mr. Kiddle was laboring at present under an hallucination, in proof of which he referred to his book, and especially to his letter published in *Scribner's Monthly* for October. He said that he had privately done everything he could to prevent Mr. Kiddle from publishing his book, and that other friends had joined with him in this endeavor, but without effect. Mr. Wood concluded by saying that he believed Mr. Kiddle's mind was so divided between this religious fanaticism and his school work that his usefulness in the schools was impaired, and that he had better retire.

The fourth ballot resulted in the election of John Jasper, Mr. Kiddle at no time receiving more than eight votes out of twenty.

The JOURNAL is strongly of the belief that a man's private religious opinions should not effect his position as a superintendent, but it is difficult for any one not in sympathy with Mr. Kiddle's spiritual notions to read his book and his *Scribner* article and not agree with President Wood that he is laboring under an hallucination. That Mr. Kiddle is in great earnest, and that he is willing to sacrifice his high position and his reputation for the sake of his belief, no one who knows him doubts, and it speaks eloquently for his high character.

Mr. Jasper, the successor to Mr. Kiddle, graduated from the city college in 1856; has served as principal of one of the district schools, as principal of the evening high school, and for some time past has acted as assistant superintendent. He is generally respected, but can in no way be compared with Mr. Kiddle for strength.

The *New York Journal* says: "This action of the board has disappointed everybody; the commissioners seem to be as little pleased as any one." Several of them said: "It is a mistake, but we could do no better."

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### GRADING COUNTRY SCHOOLS.

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The editor of this journal has for many years been a strong believer in the practicability of the grading of country schools. He advocated it before the passage of the county superintendency law, and was instrumental in having the State Board of Education consider the matter. That body decided the plan impracticable without county supervision. As soon as the supervision was secured, there was no difference of opinion among the leading educational men of the State, and the work was soon inaugurated. In the beginning of the movement the editor had much to say in the JOURNAL and in the various counties he visited, in explanation of the project and its main purposes; but of

late years, since nearly all the counties have graded their schools, and there is no longer any question as to its success or its wisdom, he has had less to say.

For the benefit of those who are this year entering upon the work for the first time let it be said that it is no longer an experiment, that most of the counties of the State have demonstrated its great advantages. The matter can not be accomplished at once. The lower grades can be classified and graded and kept together without trouble, but those in the advanced classes who are far advanced in some branches and little advanced in others, can not so easily be placed together in all their work. With such scholars the teacher must do the best he can, keeping in mind constantly the greatest good of the scholar. Let it be remembered that complete gradation can not be *forced* in the upper grades, that it is a matter of *growth*. *Common sense* and perseverance are the elements that will insure complete success in the course of a few years.

Let the course of study agreed upon be followed as closely as possible, and let the effort be made at once; there is nothing to be gained by waiting. There are certain difficulties to be overcome, and they will be just as great one year or five years hence as they are to-day, if the schools are allowed to run in the old way.

The chief advantages of the Graded system are:

1. It prevents self-promotions, and has a strong tendency to keep children in the grades in which they belong.
  2. It prevents children from dropping certain studies at their option, and thus, in many instances, wasting a part of their time.
  3. It largely reduces the number of classes to be heard by the teacher.
  4. It relieves the teacher of much personal responsibility in determining what children shall study, and when they shall pass from one book to another, and thus enables him to carry on his work without making enemies of his patrons.
  5. It secures system and steady progression, and thus secures the greatest good to the greatest number.
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### ANSWERS TO STATE BOARD QUESTIONS.

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In the September number of the JOURNAL, in which we began the publication of *answers* to the State Board questions, we said editorially: "We published them (the answers) in answer to numerous requests from teachers. Whether it is the best thing to do for our readers will depend entirely upon how they use these answers. If these answers are to save teachers the labor of looking up and determining the answers for themselves, then they will do more harm than good. But if teachers will do the best they can to answer all questions and refer to the printed answers only as a means of comparison, and occasionally to determine an answer not to be found in text-books within reach, then they will serve an excellent purpose."

The experiment has proved three things: 1. That there is a great demand for the answers. 2. That the publication of them in connection with the

questions was objectionable to those teachers who are in the habit of submitting these questions to their advanced classes, as many of the pupils could obtain access to the JOURNAL. 3. That a great many teachers were not giving as much study to the questions as they would if the answers were not so near at hand.

As a result of the above observations, we had just about decided to postpone the publication of the answers till the month following the one in which the questions were published, when the State Board hastened the decision by the following communication:

*Wm. A. Bell, Esq., Editor Indiana School Journal:*

SIR:—At a recent meeting of the State Board of Education, the propriety of publishing the answers to the State Board questions was discussed. It was the opinion of the members of the Board that the publication of the questions and answers in the same issue of the JOURNAL might be productive of mischievous results. They were, also, of the opinion that if teachers over the State could be induced to answer the questions themselves, and could subsequently be furnished with the correct answers with which to compare their own, it might be productive of good results. I was, therefore, directed to call your attention to the matter, and to request that if you continue to publish the answers, you delay such publication for one month after the publication of the questions.

Respectfully,

JAS. H. SMART,

President State Board Education.

We are very glad to have the endorsement of the State Board in this matter, and so act at once. Therefore, no *answers* appear in this number of the JOURNAL, but the answers to the questions published this month will be published next month.

In this connection we have to make to our readers this

#### IMPORTANT ANNOUNCEMENT.

Hereafter the answers to questions will be prepared by the State Board themselves. Each member will furnish answers to the questions he prepares. We have arranged with all the members of the Board to this effect, save one who was not present at the late meeting, but he has been solicited to prepare the answers to his part of the questions, and it is hoped and believed that he will do so.

The members of the Board have been asked to make *suggestions* in connection with their answers, and this will add an important and valuable feature to the work.

With this arrangement these State Board questions can be made doubly useful to teachers. Let each one make a faithful and earnest endeavor to answer the questions for himself, and then the review and comparison when the answers come the following month will richly repay for the time and labor spent.

**CHARLES FRANCIS ADAMS, JR., AND HIS "NEW DEPARTURE."**

Last spring Charles F. Adams, Jr., of Quincy, Mass., read a paper before the "Association of School Committees and Superintendents of Norfolk County," entitled "The New Departure in the Common Schools of Quincy," that has attracted not a little attention. It has recently been printed in pamphlet form and sent broad-cast over the country, and the press generally has given it extensive notice. The Boston and New York papers especially, have had much to say in regard to the "New Departure." (?)

Mr. Adams starts out by describing the schools of Quincy in 1873, and avers that they were "neither better nor worse than those of surrounding towns." He says of them at that time ('73): "Ten years ago the children read and wrote and spelled as well as they do to-day." They are in a state of "immobility." A thorough examination revealed the fact that the schools were being miserably taught, that teachers were employing old-rote methods, giving the children words without ideas, rules without practical application, and definitions without illustrations.

"The A and B grammar scholars could parse and construe sentences, and point out the various parts of speech, repeating correctly the rules of grammar applicable in each case; yet, when called upon to write an ordinary letter, they were utterly unable to apply the rules and principles they had so painfully learned, or to form simple sentences, or to follow any rule of composition. So, also, as respects reading. Rote reading had been brought to a point of considerable perfection;" but when asked to read what they had not been drilled upon, "the result was simply bewildering."

"The ever present object in the teacher's mind was to pass a creditable examination; and, to insure this, he unconsciously turned his scholars into parrots, and made a meaningless farce of education. It was, in a word, all smatter, veneer, and cram."

These quotations describe the schools which Mr. Adams avers compare favorably with those "in the more populous and well-to-do communities in the immediate vicinity of Boston."

In 1875, the School Board decided to employ a superintendent and revolutionize things. They were "most fortunate" in finding a superintendent in Col. F. W. Parker, who had been "abroad in search of that training which he was unable to get in America." Remarkable as it may seem, Mr. Parker's "modern German theories" were identical with those held by Mr. Adams, and so the "New Departure" was inaugurated. "The essence of the new system was, that there was no system about it; it was marked throughout by intense individuality. The programme found no place anywhere in it."

"The revolution was all-pervading; it began with the alphabet and extended into the last effort of the grammar course." "The alphabet itself was no longer taught." "A play-table and toys were furnished" the children. Children are taught to read without knowing the names of the letters. English grammar, which "is a singularly unprofitable branch of instruction," was "hustled out" of the schools; "the reader was sent after the grammar; and

the spelling-book after the reader; and the copy-book after the speller." Geography is studied by the help of "earth boards" and "moistened clay." Mr. Adams does not lay much stress on geography; he says:

"In the practical work of ordinary life, a knowledge of it is an accomplishment rather than a thing of necessary daily use." Arithmetic is taught in the old way.

The "New Departure" reduces the curriculum of studies to three—"the three R's." Children read from geographies, histories, magazines, etc., and they are required to write what they read. "The pen being continually in the hand, they write as readily as they speak, and spelling comes with practice."

We have not space in which to detail to our readers Mr. Adams's rosy descriptions of how the Quincy schools have been transformed and improved by the introduction of methods new to him and the Eastern press generally, but *old* to every live teacher of the West. It is safe to say that there is not an idea advanced in this noted pamphlet in regard to new methods that has not been familiar to all the leading educators of the West for fifteen years. The "word method," the "object method," the importance of teaching children to "read at sight," the importance of teaching the use of language before technical grammar, the importance of teaching ideas before meaningless words, definitions, and rules, and the condemnation of rote-teaching are all subjects that were discussed in teachers' meetings when the writer entered the teaching profession, eighteen years ago. If any of our experienced teachers should happen to be favored with a glance at this wonderful pamphlet that has so shocked the "New England school-master," he will find nothing else in it so astonishing as the self-assured manner in which Mr. Adams asserts "an undisputed thing."

We have not only the word of Mr. Adams, but the testimony of others familiar with New England schools that these schools *are* in a state of "immobility." That they need shaking up and turning over we do not doubt, and Mr. Adams deserves much credit for daring to "beard the lion in his den." The paper will doubtless do good—it will stir up the dry bones of Eastern school systems and reanimate them; we simply blame the author for carrying matters to an extreme, and for claiming that his ideas are *new*, or that they are fresh importations from Europe. Mr. Parker was not the *first* man who ever went to Europe to study methods in education. Before this "New Departure" was made in the Quincy schools, Mr. Parker, the superintendent, wrote for and received "courses of instruction" and "reports" from several Western cities, and in one instance at least, he acknowledged the receipt of the *same*, and added that he liked the "manual for teachers" very much, and would incorporate into the Quincy plans several of the ideas gained therefrom. It is possible that Mr. Parker did not show to Mr. Adams these reports in which were discussed most of the important features of the "New Departure." But the chief fault with the paper is, that it advocates another extreme that is just as pernicious as the old rote text-book methods, so justly condemned. The underlying principles advocated are all right; the absurd length to which they are pushed is entirely wrong.

To banish all text-books and to reduce the school curriculum to "the three

R's" is simply a *craze*. Western educators who have been experimenting with these methods and ideas for years have almost unanimously concluded that text-books *properly used* are a great help to both teacher and scholar—that one of the objects for which children go to school is to learn how to use books, as books are to be their great source of information through life. It is agreed that children should at an early age be taught to both speak and write their mother tongue correctly, and that letter-writing and simple business forms be early practiced, and several books had been published with this special idea in view, years before the birth of the "New Departure." This practical idea can not be too strongly urged, but a second object for which "grammar" is studied, is to enable the child to understand and interpret the language of others. As the child advances, this last object becomes the greater one, and it can only be attained through the critical study of the *structure* of language. An important means of mental discipline furnished in our common schools comes through the *wise study* of what is termed "technical grammar." Therefore, "the complete expulsion of grammar" is a blunder. That "spelling will come with practice," without special study, may be true when the "new departure in spelling" is in vogue, but not before.

That the course of study for the common schools has, in many instances, been too much extended many will agree, and a re-action is taking place in that matter; but that the curriculum should be emasculated till there is nothing left but "reading, writing, and arithmetic," is ridiculous. When Mr. Adams and Mr. Parker study these matters as carefully as their importance demands, they will conclude that a golden mean is much to be preferred to either the "old dame" school or the "New Departure."

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### SUCCESS OF THE INDIANA SCHOOL JOURNAL.

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Those interested in the prosperity of the "old reliable" SCHOOL JOURNAL, will be pleased to learn that notwithstanding the unprecedented competition of the past season, by educational papers published both inside and outside the State, this journal has more than held its own. In September last (and September is always the best month in the year for subscriptions), we received more subscriptions for the JOURNAL than in any September in its history, with a single exception. The teachers of Indiana know a good journal when they see it, and appreciate it. They like a journal that is what it *professes* to be.

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OCTOBER JOURNALS WANTED.—Owing to an unexpected increase in our subscription list, we are already out of October numbers. We shall be glad to extend one month the time of subscription of any one who will send us this number—*October, 1879.*

WE begin with this number a series of articles by Eli F. Brown, vice-principal of the Indianapolis high school, on "The Grube Method in Arithmetic" that will doubtless be very valuable, especially to primary teachers.

## MISCELLANY.

### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1879.

#### WRITING—*Specimen of Penmanship.*

1. Write six principles of the small letters, and show an application of each in the formation of a letter or letters. 10.
2. Write in capitals, A, B, G, O, K, W, Y, L, U, and P. 10.
3. What modification of the oval form is small a, d, q, and g? Write some words in which these letters occur, as illustrations. 10.
4. Make, measure and analyze capital A. 10.
5. Explain what is meant by finger movement, fore arm movement, whole arm movement, and combined movement. In what order should children attempt to acquire these movements? 10.

Write the following as a specimen of your penmanship:

BUFFALO, May 1, 1879.

Sixty days after date, I promise to pay M. B. Scott, or order, Five Hundred Dollars, value received.

JACOB HINDS.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

#### ORTHOGRAPHY.

1. What is a syllable? 10.
  2. Into what three classes are the elementary sounds divided? 3 pts., 3½ each.
  3. (a) How many and what sounds has *g*? (b) Give words illustrating each. a=5; b=5. 10.
  4. What sounds compose the word *bouquet* when spoken? 10.
  5. Write the words *neighbor* and *measure*, phonically, indicating the vowel sounds by proper marks. 2 pts., 5 each.
- Spell ten words pronounced by the superintendent. 5 for each word.

NOTE.—The superintendent should select and pronounce ten words, to be written on paper by the applicant.



## READING.

"Night, sable goddess, from her ebon throne,  
In rayless majesty, now stretches forth  
Her laden sceptre, o'er a slumbering world.  
Silence, how dead! and darkness, how profound!  
Nor eye, nor listening ear an object finds."

1. Define sable goddess, ebon throne, rayless majesty, leaden sceptre, slumbering world. 5 pts., 2 each.
  2. Select five words you would give your class to spell. On what principle would you make the selection? 2 pts., 5 each.
  3. What is the idea the writer desires to convey in the foregoing extract? 10.
  4. Write synonyms for the following: sable, ebon, rayless, leaden, profound. 5 pts., 2 each.
  5. In what manner should this extract be read? 10.
- Let the candidate read a passage, upon which he shall be marked, according to the judgment of the superintendent, from 1 to 50.

## ARITHMETIC.

1. When are two numbers said to be prime to each other. 10.
2. (a) If 8 be added to both terms of the fraction  $\frac{7}{9}$ , will the value of the fraction be increased or diminished? (b) How much?  $a=5$ ;  $b=5$ .
3. Write the following in words, punctuating correctly: 4.7; .405; 200.02; 406.0006; 89.0004006. 5 pts., 2 each.
4. Divide 24 gal. 3 qt. 1 pt. by 3.5. Ans. 10.
5. How many boxes of chalk 8 in. long, 4 in. wide, and 3 in. high, can be put into a box which, measured on the inside, is 4 ft. long, 1 ft. wide, and 2 ft. deep? Proc. 6; ans. 4.
6. The base of a problem in percentage is 520, the difference is 364. What is the rate? What is the difference in per cent? What is the percentage? Proc. 4; ans. 3 pts., 2 each.
7. A man invested \$840 at 5 per cent. per annum. He received upon settlement, \$862. How long was it invested? Proc. 6; ans. 4.
8. I bought a note of \$840, due six months hence without interest, at 10 per cent. off its present value. How much did the note cost me, money being worth 6 per cent, per annum? Proc. 6; ans. 4.
9. A, B, and C engaged in manufacturing. A put in \$5000; B, \$2500; and C, \$3500. They made \$2000. What is each man's share of the profits? Proc. 6; ans. 4.
10. How much will the paper cost for the walls of a room 20 ft. long, 16 ft. wide, and 12 ft. high, at 30 cents a bolt, each bolt being 8 yd. long and 18 in. wide? Proc. 6; ans. 4.

## GRAMMAR.

1. Compare *little*, *nigh*, *late*, *up*, and *disgraceful*. 5 pts., 2 each.
2. Give the plurals of the following nouns: *potato*, *staff*, *chimney*, *cargo*, *focus*. 5 pts., 2 each.

3. (a) Name the interrogative pronouns and (b) tell the distinction in their use. a=2; b=8.
4. Conjugate the verb *learn* in the present tense, subjunctive mood, progressive form. 10.
5. Write a sentence containing a preposition in an adjective phrase and one in an adverbial phrase. 2 pts., 5 each.
6. "It is not for such as we to criticise the king." Parse *it* and *such*. 2 pts., 5 each.
7. Parse *we* and *to criticise*. 2 pts., 5 each.
8. In the sentence, *They believed it to be me*, parse *it* and *me*. 2 pts., 5 each.
9. Correct *The apples taste sweetly*, and give your reason for the correction. 2 pts., 5 each.
10. Correct *A civilized people has no right to violate their solemn obligations*, and parse *to violate*. 2 pts., 5 each.

## GEOGRAPHY.

1. Name and bound the zones. 5 pts., 2 each.
2. What is the relation, in direction, of the line of greatest length in the eastern hemisphere, to that of the western? 10.
3. What plateaus are the highest and most extensive in the world? 10.
4. If a warm ocean wind strikes upon a mountain range and passes over, what is its character upon the opposite side? 10.
5. What two important islands lie south-east of Massachusetts? To what State do they belong? 3 pts., 4 off for each error.
6. Name the capitals of the following States? New York, Ohio, Tennessee, Florida, Texas. 5 pts., 2 each.
7. What country in Europe contains the largest population in proportion to its area? 10.
8. What island lies between the southern part of Italy and Africa? What is its largest city? 2 pts., 5 each.
9. What city lies on the equator? 10.
10. On what streams are the following cities located: Benares, Cairo, Timbuctoo, Cologne, Vienna? 5 pts., 2 each.

## HISTORY.

1. What discoveries were made by James Cartier, 1534-5? 10.
2. Tell briefly the story of John Smith, the early colonist. 10.
3. (a) What was the Navigation Act of 1651, and (b) who was then ruler of England? a=8; b=2.
4. What were the chief causes of King Philip's War? 10.
5. What was the first form of government in Rhode Island? 10.
6. In what did the early colonies of Rhode Island and Maryland resemble each other? 10.
7. State five causes of the American Revolution. 5 pts., 2 each.
8. Who was General Gage? 10.
9. Tell the story of Valley Forge. 10.
10. Describe the surrender of Lord Cornwallis. 10.

NOTE.—Description and naratives should not in any case exceed six lines.

## PHYSIOLOGY.

1. Describe the structure of a tooth. 10.
2. Why are the bones of the aged more easily broken than those of the young? 10.
3. Why are the feet turned out instead of in? Give two reasons. 2 pts., 5 each.
4. Why is a stooping posture injurious to health? 10.
5. What is the object of the systemic or general circulation of the blood? 10.
6. What causes the pulse? 10.
7. What is a sensory nerve? 10.
8. What is respiration, and what is its use? 2 pts., 5 each.
9. Why should ice-water not be drank freely? 10.
10. Give two suggestions or directions respecting the ventilation of a school-room by means of windows. 2 pts., 5 each.

## THEORY AND PRACTICE.

1. Give two important characteristics of a good question. 2 pts., 10 each
2. What are the advantages of pronouncing the syllables in oral spelling? Give two. 2 pts., 10 each.
3. What means would you employ to check tardiness? 20.
4. Why should pupils know why they are punished? 20.
5. Write four principles in teaching, which you deem important. 2 pts., 5 each

## SOCIAL SCIENCE.

The first annual conference of the Social Science Association of Indiana was held in Indianapolis, October 14 and 15. The topics considered, while not embracing a wide field, were both practical and practicable. A very useful address upon "Public and Personal Hygiene," was given by Dr. Theophilus Parvin, of this city. The line of thought presented was such as, if generally acted upon, would tend to reduce the percentage of disease and premature death.

"What Can Social Science Do for Indiana?" was considered in a paper by Mrs. Mary B. Hussey, which was discussed by others. Reference was made to the need of improvement in the ordering of homes and schools, but the children of poverty on the streets, in our alms houses, or working in shops and manufactories was chiefly considered. The key-note was struck in a letter from Gen. Brinkerhoff, president of the National Conference of Charities, who wrote: "The consummate flower of social science in all generations is and must be, *thought and care for children*.. The association will make this one great object during the coming year—to *know* how these children are living,

how they are treated and to seek to discover what can be done to improve their present condition, and to give them a chance to develop into honest, self-supporting citizens. Apropos to this subject, a letter from Gardiner Tufts, of Massachusetts, was read, which explained in detail the working of the Massachusetts law for dealing with youthful offenders. "Schools of Detention for Boys," was the topic treated by H. S. Tarbell, superintendent of the Indianapolis schools, in which he explained the working of such schools which are intermediate between the common and the reform schools, and demonstrated the need of such a school for the temporary detention of those vicious boys whose parents have lost all control of them, and who are street vagrants, corrupt themselves, and corrupting others. Reports for the year give a very creditable showing in the way of attendance, influence and work done. Great interest has been manifested in its objects, and in its study of social conditions. It has three auxiliaries, and we are glad to note the fact that among the members are a number of teachers; one of our active vice-presidents being an experienced teacher of very high reputation, Mrs. Emma M. McRae, of Muncie. Ten or more persons can form an auxiliary society wherever sufficient interest is taken. There should be such a branch of this State association in every congressional district, and every large town in Indiana. Teachers who are willing to work in this way for improving the condition of all classes, but especially of paupers, criminals, and the afflicted in body or mind, can give material aid by promoting the formation of auxiliary societies in the State. Desired information will be gladly given by any member of the association.

LOIS G. HUFFORD.

INDIANAPOLIS, October 22, 1879.

### CORRECTED SPELLINGS.

Hereafter spell certain words appearing in *The Tribune* as follows:

Omit *ue* in demagog, catalog, pedagog, synagog, dialog, decalog, and other words ending in logue and gogue.

Omit the superfluous *me* in program, gram.

Omit the second *m* in dilemma (dilema.)

Omit the superfluous *te* in cigaret, etiquet, parquet, coquet, and all similar words, except Gazette when it is used as the name of a newspaper.

Spell definit in all its forms without the final *e*; thus: definit—ly—ness, indefinit—ly—ness.

Spell infinit without the final *e*; also, infinit—ly—ness.

Omit final *e* in hypocrit, favorit; also, opposit—ly—ness and apposit—ly—ness.

In words ending in "lessness," drop one *s* from "less," viz.: Carelessness, thanklessness, etc.

Omit the fourth *s* in assassin (assasin) and other forms of the word.

Spell somerset, not somersault.

Spell canon with a Spanish n, or spell it canyon.

Change *ph* to *f* in fantom, fantasm, and all forms of the word; also, in fonetic—s—al, fonografy, orthografy, alfabet, digraf, difthong.

[The above list was prepared by Hon. Joseph Medill for the type-setters on the *Chicago Tribune*, and went into effect in the Daily for September 2, 1879.]

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### TEN QUESTIONS IN ENGLISH GRAMMAR.

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1. How is the infinitive parsed in the sentence "he knows not what to do?"
2. In the sentence "go to sleep," what part of speech is *sleep*?
3. "What, though she be a slave." Parse *what*.
4. How is *John* parsed in the sentence, "there was a man whose name was John?"
5. Analyze the following sentence: "O for that warning voice, which he who saw The Apocalypse heard cry in Heaven aloud!"
6. Write a sentence in which the subject shall be modified by a relative clause, and the predicate, by an objective clause.
7. Write a sentence in which the subject shall be an infinitive phrase containing a noun in the nominative absolute case.
8. Write a sentence in which the subject and predicate shall each be modified by a conjunctive clause.
9. Write a sentence which shall contain a noun in the nominative absolute after a participle.
10. Write a sentence which shall contain an adverb of time, of place, of manner, and of degree.

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### ANSWERS TO QUERIES.

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1. *Whether* of them *twain* did the will of his father? *Whether* is an interrogative pronoun in this case, masculine gender, third person, singular number, and nominative case, subject of *did*. *Twain* must be an adjective here, modifying *them*.

The sentence may be better expressed as follows: "Which of the two did the will of his father?"

2. I *had* as lief not *be*, as *be* the *thing* I am. *Had* is an old form of the past subjunctive. Denotes in this case a conception of the mind. *Would* is generally preferred in such expressions. *Be* is present infinitive with sign *to* omitted after *had*. *Thing* is *predicate object* after (to) *be*.

The sentence may read as follows: "I would as willingly wish not to be as I would wish to be the thing I am."

C. M. STAUFFER, of Berne, Ind., has recently invented a "Music Board," or "transposition guide." It consists of a board of convenient size, having two scales of letters, colored squares and numerals so arranged as to make a simple device by which to explain and make simple the transposition of the scale. The "Board" is a simple arrangement easily understood, and will doubtless be serviceable to teachers.

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### OBITUARY.

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Prof. Caleb Mills, Emeritus professor of the Greek language and curator of the library of the Wabash College, died of pneumonia at his residence in Crawfordsville, on the 17th of October, 1879.

The deceased was born at Dunbarton, N. H., July 29, 1806, and graduated at Dartmouth College in 1828. After spending two years in the South and West in the interest of Sunday-schools, he returned East, and entering Andover Theological Seminary, graduated in the class of 1833, with the late Dr. Hovey, of Wabash College; Dr. Henry Smith, of Lane Seminary; Dr. E. P. Humphrey, of Louisville; Dr. M. P. Jewett, of Milwaukee; Dr. Schneider, the well known missionary, and others, who have since obtained distinction.

In 1833, on the recommendation of Prof. Hovey, who had recently come West as a pioneer missionary, and had taken an active part in founding the college, Prof. Mills was appointed instructor, and taught the first class in what is now Wabash College. From that time till the day of his death—a period of forty-six years—he has been in active service in the college, with the exception of the years 1854 and 1855, during which he served as State Superintendent of Public Instruction. He was the second man who filled that office in Indiana.

He early became deeply interested in the subject of popular education, and wrote for publication a series of forcible and timely articles addressed to the Legislature on the Common School Interests of Indiana, signed "One of the People," which was one of the means contributing to the enactment of the school law of 1848.

He was a man of great purity and energy of character, and will long be remembered as one of the most successful educators in our State.

H. S. KRITZ.

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STATE TEACHERS' ASSOCIATION.—The State association will meet this year in Indianapolis on the evening of December 22, and close Wednesday evening, so that teachers can go home for Christmas. The programme will be printed in full next month, and will be a good one. Let teachers in the mean time be getting ready to attend. These State gatherings tend to organize teachers and make teaching a profession. Aside from what is learned, the pleasant associations, the acquaintances formed, and the professional spirit gained, will well repay the cost of attending. Let all come who possibly can.

"A PLEA FOR HOME EDUCATION," is the title of an address read before the Knox county institute, by T. J. Charlton, superintendent of the Vincennes schools. It makes a neat pamphlet of eleven pages. Mr. Charlton makes some excellent suggestions concerning the false notion that a person must go to Europe to complete his education, or to find beautiful and grand scenery when often he has no adequate conception of what his native land contains. He condemns justly the practice of sending boys and girls away from home to school when a good school and often a better school is at their very door. He wisely insists that strange teachers should not be employed when those equally as good can be secured on the ground. He closes with a strong plea for better home training for children. Home schools, home teachers, home education.

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TURN THIS INTO "FUNETICS."—A fast man on a fast day took his fast horse and went to the end of the fast land, and there tied him fast, and as fast as he could he broke his fast. Then he rose and took off his hose and went with his hose along the rows, and put the rose on the end of his hose—which, as every one knows, is a sort of nose. So his hose waters every rose in all the rows. Now say who knows how a foreign wight could learn very fast the meaning of hose and rows or knows and nose, or to perform any rite right, or even to write wright right, if his living depended on getting some right which involved the right writing of wright, right, write, and rite?

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THE WOMAN QUESTION.—Francis Parkman's article in opposition to giving the ballot to woman, which appeared in the October number of the *North American Review*, is replied to in the November issue of that periodical by Thomas Wentworth Higginson, Julia Ward Howe, Elizabeth Cady Stanton, Wendell Phillips, and Lucy Stone. The discussion is sharp, and gives a very complete presentation of the pros and cons of the woman suffrage question.

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A SPELLING TEST.—Any one who can spell the following words correctly, may go head: Intermittent, allegeable, hemorrhage, hieroglyphics, cachinnation, rendezvous, Sadducee, ellipsis, seizure, gracious, macerate, dehiscence, accessory, iridescent, trafficking, indispensable, salable, privilege, chameleon, manakin, phosphorescence, saccharine, ebullition, hersey, aeronautic, trisyllable, tyrannize, sybilline, sepulcher, idiosyncrasy, surcingle, deleble, gherkin.

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"JOHNNIE, what is a noun?" "Name of a person, place, or thing." "Very good, Johnnie, give an example." "Hand-organ grinder." "And why is 'hand-organ grinder' a noun?" "Because he's a person plays a thing."

**THE COURSE OF THE GULF STREAM.**—Prof. Alexander Agassiz, in a recent paper on his dredging operations in the West Indies last winter, remarks that the prevalent idea respecting the path of the Gulf Stream, viz., that its greater bulk flows between Florida and the Antilles, is erroneous. He asserts that the channels between these islands and Florida are too shallow to permit the passage of any very considerable bulk of water, and even were the channels sufficiently deep, such flow would be greatly checked by an extensive bank which reaches from Honduras to Hayti. He admits the existence of a comparatively deep but small funnel between the Bahamas and Hayti; but believes that the greater bulk of the Gulf Stream passes not only outside of the West Indies, but also outside of the Bahamas.

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The State Board of Education at its meeting held October 15, 16, and 17, prepared the questions for the examination of teachers for the coming six months, granted commissions to the high schools at Aurora and Newburg, which enable their graduates to enter the Freshman class of the State University without examination; they also, spent some time in discussing plans for a State institute system, the object being to make the county institutes more efficient. A committee will report a plan at the next meeting of the board, which will take place next spring.

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**THE INDIANAPOLIS SCHOOL BOARD** recently decided to place a small reference library in such of the larger school buildings as contain A grammar grade pupils. The books agreed upon are Chambers' Encyclopedia, Young Folks' Cyclopedia, Wood's Natural History, Lippincott's Pronouncing Biographical Dictionary, and a good atlas—the whole to cost less than forty dollars a set.

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IN the educational department of the *Inter-Ocean* we find the following just tribute to Prof. Brayton's articles on "Insect Metamorphoses:" "The September number of the INDIANA SCHOOL JOURNAL contains an excellent article on 'Insect Metamorphoses,' one of the most valuable contributions on a natural history subject that we have read in a school journal for a long time."

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J. D. BAGBY, a former teacher, is now editor and joint proprietor of *The Indianapolis Leader*, the only paper in the State devoted to the interests of colored people. The paper is gotten up in good style, is well edited, and the colored people especially should take a pride in sustaining it. All friends, black and white, should lend a helping hand.

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**THE BEST YET.**—During the month of September, in Mr. A. L. Hyett's room in the training school at Terre Haute, there were no pupils tardy or absent. The attendance and punctuality were each *one hundred per cent.*



COUNTY INSTITUTES.

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ELKHART COUNTY.—Our institute was held at Goshen, Ind., the second week of September. The institute was quite a success. A special feature was the awarding of prizes for the best record kept in district schools of Elkhart county. Superintendent Moury offered gold and silver medals for the best records, and hence there was quite a strife. The committee appointed to award the prizes spent three days in examining records. This examination showed that the schools of Elkhart county are in excellent condition, and that Moury's Perfect Grade Book, if properly kept, is a great help in the organization of the country schools. \* \* \*

HUNTINGTON COUNTY.—The teachers' institute of this county convened at Huntington, September 22. The enrollment was one hundred and fifty-five; average daily attendance, one hundred and one. The instructors were, G. P. Brown, of State Normal; Rev. J. C. Fletcher, of Indianapolis; H. B. Brown, of Valpariso Normal; Prof. W. F. Wentworth, of New York; Prof. DeWitt Long, of Roanoke; and Allen Moore, of Huntington.

The exercises consisted of lectures, discussions, class-drills, and essays. On Tuesday evening, Rev. J. C. Fletcher delivered a very interesting lecture on "Fertility of Italy's Soil and Ruins of Herculaneum and Pompeii." Essay by Miss Holman on "Discipline" was full of good, practical truth, and proved Miss Holman a scholar as well as a first-class teacher; and Mrs. Toote's essay on "Primary Work" was *excellent*. The class-drill by H. B. Brown was thorough, every-day school work. The reading given by Prof. Long, Friday evening, was *good*. Through the efficient services of our worthy County Superintendent M. B. Stults, this session was made to be one of the most profitable and pleasant ever held in this county, and all in attendance felt that it had been a week well spent in the educational interests of Huntington county.

MILLIE E. WHITESTONE, Secretary.

WAYNE COUNTY.—The fifth session of the Summer Normal was held this year in the old place—Centerville. The enrollment reached 103, being about a dozen less than last year. The average age of the membership this year was younger than that of previous sessions, but the scholastic preparation was in advance of former years. A large majority had studied branches beyond the "common." The high schools of Richmond, Cambridge City, and Dublin were represented. Prof. C. W. Hodgkin, of the State Normal School, and Prof. W. W. White, now principal of preparatory and normal departments of Earlham College, were present again this year. Pleasant Bond, of Indianapolis, was added to the list of instructors, and fully sustained his reputation as a pains-taking and industrious worker. These characteristics, together with his willingness to do whatever will contribute to the interests of the institute, make him a valuable teacher in such schools. The county institute proper was held in the same place, commencing Monday, August 18—the week after

the normal. About 175 teachers were present daily. Prof. Robert Kidd gave two evening entertainments. D. W. Dennis, of Wilmington (Ohio) college, lectured during the day upon "Theory," and one evening upon "Evolution." Jesse H. Brown gave instruction in drawing. Superintendent Cooper, of Richmond, and Dr. Boyd, of Dublin, addressed the institute. Social of teachers and citizens on Thursday evening. Two examinations were held—one at the close of the normal, and one after the institute. The total number of applicants was 113. The usual large list of subscribers to the JOURNAL was made up.

**LAGRANGE COUNTY.**—The annual teachers' institute of this county convened in the Union school building at Lagrange, October 13. The enrollment the first day was seventy-six, but this number rapidly increased until there were two hundred and four in attendance. Some of the special features were the educational exhibit of school work, prepared by pupils for the county fair, and a special report from each township, prepared by a teacher appointed for that purpose. This report consisted of a brief review of the work done educationally in the township, with criticisms and suggestions for improvements in the future. It was quite interesting.

Evening lectures were delivered as follows: Monday evening, County Superintendent Cline, subject, "Practical Education;" Tuesday evening, Prof. G. W. Dale, subject, "Elocution;" Wednesday evening, Dr. Vincent, subject, "That Boy;" Thursday evening, Dr. Dunn, subject, "Discipline of the Sensibilities."

The instructors during the week were, Cyrus Cline, superintendent of Steuben county; George P. Brown, of Terre Haute; Prof. G. W. Dale, of the Chicago school of oratory; and our home teachers, E. S. Edmunds, E. G. Machan, F. D. Dragoo, and S. D. Crane. On Thursday evening, after the lecture, we held a social and *canned* our superintendent. We had a very useful and interesting session.

F. E. MILLIS, Secretary.

BELLE CUMMINGS, Assistant.

**ORANGE COUNTY.**—The teachers' institute of Orange county convened at Paoli, August 11, James L. Noblitt, county superintendent, presiding. The meeting was well attended; over one hundred names were placed on the roll. The interest and good feeling which existed were unsurpassed in the history of institutes in this county. Prof. Bloss, of Evansville, was the only foreign instructor. He gave us methods in grammar, spelling, and arithmetic. He, also, lectured one evening on "What to Read and How to Read." Prof. Darst, of the Central Normal, Ladoga, Ind., lectured for us one evening, subject, "Don't Give Up the Ship." The home workers were Prof. Pinkham, Prof. Scott, of Orleans; W. P. Kochenour, D. Mavity, and William Cogswell.

All the exercises were adapted to the needs of the teachers. Instructors aimed not only to teach, but to show how to teach.

Just before adjournment the following was unanimously adopted:

**WHEREAS,** The Southern Indiana Normal School, during the past five or six years, has been of untold advantage and inestimable value to the teachers, schools, and school interests of Orange county, and,

WHEREAS, This has been due, to a great extent, to the efforts of Prof. Pinkham, therefore,

*Resolved*, That we, the teachers of Orange county, in institute assembled, do hereby tender our sincere thanks to Prof. Pinkham for his able and efficient labors for the cause of education while in our midst, and assure him that we appreciate his labors, and while we wish him unbounded pleasure and success in his new field of labor, it is with profound regret that we contemplate his departure.

JENNIE THROOP, Secretary.

THE STATE NORMAL.—We are informed that the State Normal is moving on smoothly under the direction of its new president, Mr. George P. Brown, with an attendance that is gratifying.

It is understood that Mr. Brown will, while aiming to maintain the high reputation of the school for thoroughness, treat some of the subjects less *exhaustively*, and will endeavor to make the course of study a little broader and pass over some of the subjects more rapidly. He, also, wishes to give more attention to the *how* and the *why* of school economy, so that students shall gain more definite ideas of "how to do it."

The JOURNAL heartily endorses the suggested modifications, and believes that they will add to the popularity of the school.

WHITE COUNTY.—The institute this year was one of the most helpful ever held in the county. The enrollment was eighty-seven, and the promptness and interest excellent. The instructors from abroad were George P. Brown, president of the State Normal School, who did us most excellent service, and Rev. J. C. Fletcher, of Indianapolis, who gave us several very interesting and instructive lectures. The principal home instructors were J. G. Royer, Wm. Ireland, A. H. Elwood, Messrs. Hershey, and Grosjean. The institute instructed the superintendent to raise the standard of qualifications of teachers and to take into consideration *success* in teaching.

NORTHERN INDIANA NORMAL SCHOOL.—Word now comes that there are 1,350 students in the Normal and Business Institute at Valparaiso, nearly every State in the Union being represented. Two large dormitory buildings and a large dining-hall have been recently added to the already extensive establishment. A fine art department has been added, and a laboratory will soon be ready for use.

GOSHEN.—The Goshen schools, supervised by Ambrose Blunt, are said to be in excellent working order. The tabulated exhibit for the last four years certainly indicates rapid improvement in important particulars.

DAVISS COUNTY.—County Superintendent Geeting, prior to the opening of his schools, held a teachers' meeting in each township, and thus secured uniformity of plans and a clear understanding of what was to be done. The plan is a good one.

HUNTINGTON.—Excellent reports come from the Huntington schools, under the supervision of James Baldwin. They have one of the best, if not *the* best reference library in the State, and it is used extensively and wisely.

THE ELKHART COUNTY teachers have organized a county association.

THE "Ohio Normal School" at Worthington, under the control of John Ogden and W. H. Tibbals as principals, is strongly endorsed by many of Ohio's leading educators.

WINCHESTER.—The Winchester schools opened better this year than ever before. The course of public lectures organized by the high school is very popular. E. H. Butler is the superintendent.

THE BARTHOLOMEW COUNTY schools have opened this year under much more favorable circumstances than last year when the county superintendent was sick. Superintendent Wallace's circular of instruction to patrons and teachers was certainly helpful.

THE JOHNSON COUNTY teachers met in Franklin, September 27, to organize their township institutes and to take preliminary steps for an educational exhibit at the next county fair. If a plan for such an exhibit could be agreed upon soon in every county, the results will surely be highly gratifying.

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## PERSONAL.

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B. F. Marsh has charge of the Lynn schools.

W. Buzzell is superintendent of the Attica schools.

John P. Mather is superintendent of the Dublin schools.

D. D. Luke still continues as superintendent at Ligonier.

M. L. Wood is principal of the Fredonia (Kansas) schools.

M. C. Skinner has charge of the Albion schools again this year.

Rebecca Bartholomew has charge of the Valparaiso high school.

J. H. Ewbank has charge of the McCordsville schools this year.

Frank R. Osborn, of Michigan, is principal of the Marion high school.

A. D. Mohler, superintendent of the Lagrange schools, is recovering from a severe sickness.

J. F. Erwin, W. D. Chambers, and Mrs. A. McCargar are the teachers at Scottsburg this year.

Prof. Hollenbeck, for many years past connected with Butler University, has charge of the Valley Mills schools.

Mrs. G. B. Cox, who, for many years has been connected with the Kokomo high school, most of the time principal, has resigned her place on account of ill health.

ANSWER TO SUBSCRIBER.—Allen B. Lemon, of Topeka, is State Superintendent for Kansas.

S. D. Crane, superintendent of Lagrange county, was *canned* by the teachers at the close of his recent institute. Served him right.

W. B. Maddock, superintendent of Benton county, and editor of the *Benton County Democrat*, sustains a good educational column in his paper.

I. N. Taylor, former principal of the Elkhart county normal school, has been elected president of the New Orleans University—a school for colored people.

I. M. Branson (not J. R., as given last month) has charge of the Farmland schools this year, and is doing much to reorganize and thoroughly grade them.

W. H. Mace, a graduate of the State Normal, for two years past superintendent at Winamac, is spending this year in Michigan University as a student.

The school board at Kokomo recently published a card highly complimentary to Miss Maggie Purdum, who has been a teacher in the Kokomo schools for the past eight years.

J. M. Roseberry will have charge of the school at Trafalgar, and will be assisted by Charles Hodgins, both of the State Normal. Trafalgar now boasts of a new school house and its first graded school.

Miss Mary A. Bruce, who has been a teacher in the State Normal School since its organization, has resigned her place on account of ill health. Her loss will be keenly felt, as she was a strong teacher.

J. R. Nixon, formerly of Worthington, now has charge of the schools at Brownstown. Mr. Nixon builds up good schools wherever he goes, if trustees and people will do but *half* their duty in seconding his endeavors.

I. W. Barnhart, late of Northville, Michigan, is the new superintendent of schools at Marion. He has reorganized and put the schools on a good working basis, and his praises are heard on every hand by his patrons. The schools are fuller than ever before.

T. D. Tharp, late superintendent of Grant county, is erecting a new school building at Marion, in which he expects to open a permanent normal school in April next. He proposes to provide every facility for success and achieve it, if hard work and perseverance will avail.

M. A. Barnett, late superintendent of the Elkhart schools, and favorably known as one of the representative educators of the State, has purchased the *Hendricks County Democrat*, and will hereafter wield the *pencil* instead of the *rod*, with headquarters at Danville. He has the best wishes of the JOURNAL in his new work.

A. J. Dipboye, late of Amboy, is principal of the high school at Anderson.

Walter S. Smith, formerly superintendent of Marion county, now principal of the Georgetown (Ky.) Normal Academy, recently delivered a lecture on "Common Schools" before a county institute so good that it has been printed by request.

J. N. Study, superintendent of the Anderson schools, has taken an active part in organizing a public library in Anderson. An organization has been made on the plan prescribed by the statute, and the first purchase of books has been made. Reader, what are you doing for your community in this way?

Miss Ruth Morris, who has taught in the model department of the State Normal, in the Indianapolis high school, and for the last year in the Cleveland, O., training school, has been selected to take Miss Bruce's place in the State Normal. Miss Morris has filled with much more than ordinary success every position in which she has been placed, and it is a foregone conclusion that she will do credit to the normal school in her new position.

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## BOOK TABLE.

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**MANUALS FOR TEACHERS.** Philadelphia: Eldridge & Brother.

In the series of manuals named above, there are five volumes of about 70 pages, each; price, 50 cents each. The first, on "The Cultivation of the Senses," was noticed in the JOURNAL some months ago. The other four are now issued, and are on the following subjects: "Cultivation of the Memory;" "On the Use of Words;" "On Discipline;" "On Class Teaching."

These manuals were originally published in England, and were written by men of great learning and much experience as teachers. They have been carefully revised and adapted to the needs of American teachers, and will prove a valuable addition to educational literature. The subjects are treated in a methodical and learned and yet *practical* manner, and the books must be appreciated. The publishers have done their part of the work in their usual good style.

**EARLY METHODISM IN INDIANA**, by Rev. J. C. Smith. Published by J. M. Olcott, Indianapolis; price \$1.50.

This is a book of special interest to every member of the Methodist church, and of general interest to any one desirous of knowing the character of religious work in this State in its pristine days. The style is lively and clear, the incidents are striking, the personages are prominent, and in many cases eccentric, and altogether the book is very readable and very instructive. The mechanical part of the book does credit to the publisher and to Indianapolis as a publishing centre.

**SHAKESPEARE'S MERCHANT OF VENICE AND RICHARD II.** Edited by Henry N. Hudson. Boston: Ginn & Heath.

These two volumes are uniform in size, with Shakespeare's Hamlet, also ed-

ited by Mr. Hudson, and which was noticed in these columns. Edwin P. Whipple says: "Among the critics of the present century who have interpreted Shakespeare, I have always considered Mr. Hudson as entitled to occupy a front seat on the bench of judges."

His aim in the preparation of these little books for school and club use seems to have been to enable the student to grasp and appreciate the meaning of Shakespeare's thought, and he seems to have been moved to labor in this direction by his own love for and appreciation of the author. Each book contains beside the play, clear comments on the text, the origin of the play, discussions on doubtful questions connected with it, and an analysis of the leading characters. When this series is complete it will make one of the most valuable editions of Shakespeare extant. We know of nothing that equals it so far as it has gone.

*Scribner's Monthly* for November is "an agricultural number," containing half a dozen papers on subjects of special interest to farmers and others interested in rural life. It also, contains a portrait and copy of bass-relief of Bayard Taylor. It contains other valuable matter, as does every issue of this popular magazine. The new volume begins with November, and it starts with an edition of 100,000 copies, and with a permanent enlargement to 160 pages per number. Scribner & Co., New York, Publishers.

*The National Sunday School Teacher*, published by Adams, Blackmer & Lyon, of Chicago, is the best Sunday-school paper published, so far as the writer can judge. It is fresh, vigorous, original, and suggestive.

*THE National Normal Reunion*, a quarterly in the interest of the normal at Lebanon, Ohio, is before us, and is filled with matters of special interest to normalites.

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## BUSINESS NOTICES.

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**THE STATE NORMAL**—The attendance at the State Normal this term is good. The school has been constantly growing in favor with the best teachers of the State since its organization. It has done its work quietly and without any flourish of trumpets. We have said that it has worked too quietly; that not enough effort has been made to inform the teachers and the general public of the opportunities there given for thorough professional training. Visitors from other States have pronounced the Indiana State Normal School one of the best in the country. Those in charge have preferred that the school should become known by the results of the work done in it, rather than by extensive advertising. This is well, but too slow. A good school as well as a good book, or a good machine should have its merits made known.

But, we started to say that a false impression prevails in many portions of the State in regard to the expense of attending this school. It is thought by many that it costs more to attend the State Normal than it does to attend other normal schools. This is not true. The entire expense for room, board, tuition, fuel, and washing need not exceed two dollars per week. Many students

do not expend even this amount. The facilities for club-boarding in Terre Haute are excellent, and are not excelled by any town or city in the West. The school does not promise to do impossible things for its students. It believes that time and study are required to learn *what* and *how* to teach. But the course is so arranged that students can attend one or two terms, and return after an interval of one or more terms and continue their course without serious loss.

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SHERMAN &amp; CO., Marshall, Mich.

**MIAMI COMMERCIAL COLLEGE, DAYTON, O.**—From John Hancock, L. L. D., Superintendent of the Public Schools of Dayton O.

DAYTON, O., Oct. 4, 1879

Mr. A. D. Wilt is an educator of a deservedly high reputation. He is also a gentleman of thorough integrity, and what he promises he will perform.

The Miami Commercial College, of which Mr. Wilt is the principal, is among the very best schools of its class in the country, and I most heartily commend it to young men desirous of obtaining a sound mercantile education.

**Lucius B. Swift, Attorney at Law,** Room 2 Hubbard Block, corner Washington and Meridian streets, Indianapolis, Ind. 10-21

McRae's School Records, embracing the School Register, Superintendent's Register, Reports of Pupils, Blank Monthly Reports, etc., are all ruled by Metric System. Prepaid sample of School Register, 67 cents. Address Metric Depository, Muncie, Indiana. 11

**NATIONAL SCHOOL OF ELOCUTION AND ORATORY, 1416 and 1418 Chestnut St., Philadelphia.** Course in Elocution. Course in Oratory. For Public Speakers, Readers, Teachers, and the general student of higher English. Particular attention to Conversational Culture. Specialists in all the departments. Fall term opens September 29th. 70-page catalogue on application. J. W. SHOEMAKER, A. M., President. 9-3t

## IMPORTANT TO TEACHERS.

### NEW PUBLICATIONS—Clark & Maynard, New York.

Anderson's Popular History of the United States. Arranged on a new plan, and embraces selections from the writings of eminent American historians and American writers of note. Sample copy to teachers for 60 cents.

History of Rome, by R. F. Leighton, Ph. D. (Lips.). Fully illustrated. Embracing valuable information concerning recent discoveries, etc. Sample copy to Teachers, 75 cents.

Reed and Kellogg's Graded Lessons in English, and Higher Lessons in English. A complete course in two books. Commended by our best educators as being the most *practical*, thorough, and systematic series now before the public. Every Teacher should examine them. Thomson's New Practical Algebra. Hutchison's Physiology. Catalogue and Prices sent on application.

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Address J. D. WILLIAMS, 46 Madison St. Chicago, Ill.



# INDIANA SCHOOL JOURNAL.

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## WHAT I KNOW ABOUT DISTRICT SCHOOLS.

E. S. ROBINSON.

**W**HAT we may think or theorize upon any subject is *one* thing, and what we know of it from actual experience and observation is often quite another. Much that is best in what I have ever known or thought about district schools, I saw embodied in one I visited not long since. It lacked a minute or two of nine when I entered, and the children were all seated and singing a familiar Sunday-school hymn. The teacher, perceiving my entrance, motioned me to a place upon the recitation seat, but did not leave her position at the desk until the hymn was finished, and the devout "Our Father," with bowed heads and reverential tones had been said. Then touching a tiny bell; which was the signal to prepare for the next exercise (which I saw by the programme upon the blackboard was writing), she came forward and greeted me, apologizing for having left me sitting so long, by saying that she never allowed anything to break in upon the opening exercise, as she wished to impress the children with a due sense of its importance and sacredness. She also wished to teach them to be calm and deliberate under all circumstances—not allowing so unusual a thing as an unofficial visit to disturb their equanimity. It would save them so much embarrassment all through life to acquire the habit of self-possession now. And, indeed, I saw that everything she did through the day had reference, not merely to the pres-

ent, but to the formation of characters which were to endure to all time. She was like the sculptor who has his fair ideal clearly defined before his mental vision, and aims every chisel-stroke with reference to it.

The writing exercise was full of interest; it was a general one, none being exempt, from the dignified young gentleman of fourteen who thought at the beginning of the term that he had better spend the time on his "'rithmetic," and the precocious damsel of sixteen summers who "didn't care to write," down to the youngest of the flock.

The letter which was to form the subject of the lesson was first placed upon the blackboard in the lines and spaces painted near the top, then analyzed by the children, element by element, and finally copied. The writing was done by the older pupils upon slips of paper prepared for the purpose, and by the younger ones mostly upon slates, which were ruled near the top the same as the blackboard. The teacher explained to me that she had done this herself with an awl and straight-edge. The pencils were long and nicely sharpened, and held in the same manner as pens, and were gathered up at the close of the exercise, being used for nothing else. The teacher told me that she found this the most successful way of teaching elementary penmanship. And there certainly were some very fine specimens of the letter *k*, which was the copy for that morning.

Then came the reading classes, which received a thorough drill—not one instance of incorrect emphasis or pronunciation being allowed to pass uncorrected. One class, which stood in need of special training, were required to read the lesson backwards, making sure of the pronunciation of every word, and then to take their seats and study it over a stated number of times. And in the afternoon, the lesson which had thus been prepared by this *backward* class, was very beautifully rendered, the teacher remarking to me that this method might be *slow*, but with such a class it was the only sure one she knew. When the little signal bell tapped for the Fourth Reader class, I noticed all the smaller scholars rise with one accord, and pass quietly out for a "little people's recess," as the teacher called it. The same thing occurred at the corresponding time in the afternoon, which kept the little folks fresh and in excellent spirits.

Next came the grammar class, which the teacher liked to give her whole attention to (this extra recess for the smaller pupils the better enabling her to do so), and an excellent recitation it was. No sleepiness and no carelessness, but strict attention and absorbing interest. I asked the teacher how it was that she had brought about such a state of things in a grammar class, which, in district schools, are so proverbially dull.

"Well," she replied, "it has cost me more labor than any other class in school; but I began by making carelessness a capital offense, and then, every day I sketch out for them the next day's lesson, as you saw me do in the last five minutes of to-day's recitation, which enables them to study it understandingly; and this, with not a little oral instruction, and a great deal of animation on my own part, has accomplished what you see."

Then the little folks were called in for an exercise in numbers. Every one in school not old enough to study a text-book on arithmetic, was in this class; and such a class as it was! All had slates from which they read an exercise they had copied from the blackboard, consisting of promiscuous examples in addition and subtraction—the sums and minuends not exceeding 20—the answers to which they had obtained for themselves. This explained the clicking of slate-pencils, which, in the former part of the morning, had somewhat annoyed me, but which now I knew to be but the cheerful sounds of a healthful industry that I have learned to regard as so much better than the most decorously folded arms and dead silence. Then there were original problems given by the teacher and pupils, embodying these abstract examples; and such animation, and sparkling of eyes, and eager raising of hands one seldom sees.

After this there was a short oral lesson in history, in which all took part, and which both large and small seemed to regard as a pleasing diversion rather than a talk; after which, recess, then an arithmetic class, geography, and spelling; then the "full hour's nooning," as the children say. I wish I had time to go through in detail with that arithmetic lesson. It was in fractions—a review of the three cases in multiplication, and the pupils were required to give original problems and classify them under the proper cases, and the principles of each were taken up and freely discussed, until I felt sure that that class would have no further trouble with that part, at least, of the subject of

fractions. I was surprised when the teacher told me that this was their first experience in that usually troublesome subject, and did not in the least doubt that she was in the right of it when she said that she would much sooner risk *this* class in *fractions* than her first class, which had commenced with the term at percentage.

Said she, "I have been so annoyed by superficial scholars, and *dull* scholars who are, in nine cases out of ten, made such by *superficial teaching*, that I have resolved that whoever receives the rudimentary part of his education at my hands shall be *started* right, and have a solid foundation to build on."

The afternoon was intensely hot—so much so that I felt the very effort of breathing burdensome, and should probably have given it up altogether had it not been so necessary to my general health.

And yet, this teacher, a pale, slender girl, with apparently not more than half my vitality, seemed to "rise superior" to the heat and burden of the day. Her energy seemed to rise in direct ratio with the mercury; and the children's ambition, obedient to the laws of animal magnetism, or from some other cause, kept pace with hers. So that, with the teacher's enthusiasm and the children's sympathetic energy, the last recitations of the afternoon—the inevitable spelling classes—were as full of life as any other.

In the third spelling class, consisting of pupils of from eight to ten years of age, not a word was missed; and the words for the next lesson were spelled from the books and pronounced by the class in concert.

I noticed one little fellow who stepped off so proudly when his class was excused for the day, and who, as he was going out at the door, looked back at the teacher and received such a bright smile of approval that I asked her about him after school. She told me he was a boy who had always been accounted a "hard case" by other teachers, and had finally come to accept the situation and to rather pride himself upon it. But she had met him with such smiling good faith, had nourished and fostered so carefully whatever was good in him, and there was much—there is in every such specimen—that he had grown to be one of the most cheerful and obedient boys in the whole school; and this without once resorting to the rod. The term

was over half gone, she told me, but she had not had occasion to strike a blow thus far. "And yet," said she, "my school is always as you have seen it to-day. I do it by keeping them cheerful and occupied."

"O! excellent philosophy," thought I, "to smooth the road and thus prepare for the safe and easy running of the chariot-wheels."

"O! faithful teaching! to dig deep and sure for the foundation-stones, no matter how superficially others may have builded."

"O! blessed martyrdom! to give so freely of life, health, vitality, for which there can be no adequate recompense."

Fellow teachers, *was* it a model school?

JEFFERSONVILLE, IND.

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## FUNCTION OF GEOGRAPHY IN A COURSE OF STUDY.

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ROSE C. SWART, TEACHER OF GEOGRAPHY IN THE OSHKOSH NORMAL SCHOOL.

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IT is the disposition of intelligent thinking to take nothing for granted. The realization that human life, in all its departments, should ever be a living toward what is more truly good and largely useful, gives to mind a quality that questions the wisdom of the established past, and searches the present and the future for the possibilities of better things. That a custom exists is not a proof that it is wise and right. That a bygone generation believed this or did that, is not a sufficient reason why a succeeding age should think or act in the same way, to the same end. In these latter days, particularly, life crowds, and there is more than ever before, the necessity to "prove all things, and hold fast only to what is good."

This is peculiarly the duty of the teachers. They are the keepers of the gates that open into active life. It is largely under their training, that children are fitted or unfitted to live their lives in happiness and usefulness. If teachers would meet the demand their profession puts upon them, it is imperative that they consider the child's future needs in that busy life to which

the school is the portal, and shape their instruction to the end of preparing him for the duties and enjoyments that await him. In addition to knowing *what* they teach, it is incumbent upon them to know *why* they teach it.

These thoughts bring me, as a teacher of Geography, to ask:

*First*, what right has this branch to a place in a course of study?

*Second*, what can it be made to do toward equipping a child against future need, or fitting him for future service?

Arthur Searle, of Harvard College Observatory, in a paper on "Examinations and Text-books" in substance, says: "Education has two main objects; first, to teach a child *to do something*; and second, to store his mind with information which will enable him to interest himself in the pursuits of others. He is to learn certain *arts*, and he is also to learn something of the world he lives in." We doubtless all agree with these conclusions.

The most elementary school education could not aim at less than the acquisition of three arts, reading, writing, and ciphering; so far, well; but it must be conceded that at this stage of educational progress, we can not claim to have stored the mind with general information. If it is urged that the acquisition of the art of reading will do that, I answer that without some general information, reading, beyond the mere calling of words, can not be intelligently done; while intelligent reading, in any large sense, demands a considerable degree of culture.

If this process of education is to continue beyond the "three R's," something should now be introduced that will impart the information needed. Can we do better than supply that need by the study of geography? It will find a foundation to build upon in the knowledge the child has already acquired through his perceptions. It is true that the natural sciences will do the same; but they instruct, each in its special line; while geography properly taught, will bestow that general knowledge of which the child is now in need. It will also furnish an indispensable introduction to all study of civilization past or present, and will greatly aid in forming just estimates of social surroundings.

There is, then, a point in a child's intellectual development at which the study of geography becomes his best means to a larger mental life; and he has just cause of complaint against his

teachers if they, through carelessness or lack of apprehension, fail to put him in possession of its willing benefits. He has a right to every advantage it can confer; and it is their duty to have as clearly defined and correct aims in teaching him geography, as in teaching him writing or arithmetic.

An intelligent teacher once said: "Give me outline maps and a daily newspaper, and I will teach geography." Whether or not that teacher had arrived at the best method of producing the desired result, he had at least risen to a conception of the importance and purpose of the study in question.

Teachers should bear in mind that geography may be the only study in its line that many of their pupils ever pursue, and it should be their aim to make it yield those pupils as large a heritage of light as possible.

To be truly practical an elementary course in geography should keep two ends in view, first, to fit the pupil to read intelligently the current literature of the day; second, to give him a desire for information and a knowledge of the means of getting it, so that he will not stop learning when the farm or the workshop takes him from the school. The saying is trite, but like most trite sayings, very true, that no school instruction can complete the work of education. That teacher does his work best who so imbues his pupils with a love of learning, and so trains them in the use of aids to learning, of whatever sort, that they become, when they leave him, independent and loving searchers after truth. This student disposition can be planted and fostered in the elementary course of training, if the branches, reading and geography, be properly taught. And the disposition, once given a vigorous start, will "grow by what it feeds upon," until the tutored child develops into the self-instructed man, seeking to understand life, interested in its varied activities, studying its complex and often opposite relations.

It is clear that the study of geography is capable of yielding large returns; yet, dissatisfaction is quite generally and justly felt among teachers and patrons, with the slow and meagre results obtained from the great amount of time usually spent upon it. With possibilities so great, why should we have results so unsatisfactory? Either the purpose of the study is not understood, or the methods of instruction are not adapted to the accomplishment of the ends in view.

Geography presents a multitudinous array of facts. If we teach it merely as a collection of facts, looking for and finding no thread of dependence running through them and uniting them, we shall signally fail in obtaining desirable results, no matter how faithfully we work. Such a course would be parallel with thoroughly teaching a child a vocabulary and then expecting him to *read* with understanding. Geography is a science, and the facts of industrial and political geography are effects referable to causes, those causes being mainly physical conditions of soil, climate, configuration, and coast-line. In teaching, these dependencies should be constantly traced.

Finally, if the teaching is to be effective, it is imperative that to definite aims and correct estimates of the means to their accomplishment, be added a knowledge of the material upon which the work is to be done. Along side of an understanding of the subject to be taught, must be ranged an understanding of the nature of the child to whom we are to teach it. Fortunately a compass has not been given to the mariner and the explorer alone; for the conscientious teacher, searching earnestly and intelligently for the best way in which to train the mind, the needle trembles no less surely to the pole.

There are three strongly marked periods in a complete study of geography, the work of each being determined by the condition of the mind which it is intended to develop. These periods are the Preparatory, the Elementary, and the Collegiate.

The little child, to whose needs and capacities the training of the first period must be adapted, has used his eyes to good advantage long before he "goes to school." He has already seen much geography, but he has seen it only as a part of that great whole, the new, strange world into which he has so lately come. It is now the duty of his teacher, whether mother or more formal instructor, to teach him to see it as geography, and to apply geographical terms correctly, whether to the features of a natural landscape, or to the same represented in pictures. He should learn to know the running water as a river, the lofty elevation as a mountain, the level stretch of surface as a plain; and the more of these features he can actually see out-of-doors, the better.

Later, removed alike from landscape and from picture, he should be taught to recall them as they were, by reproducing



them in mind-pictures, to conceive what he has previously perceived. From association of terms with things, can be developed ideas of location, relative position, or direction, and the points of the compass.

But the time allotted to this paper will not suffice to detail the natural order of the successive steps by which his knowledge of the subject would be steadily and systematically increased. We must consider the *purpose* rather than the *method* of instruction. The teacher having trained the pupil to an intelligent perception of the geography that lies about him, and to the power of recalling to mind in clear conceptions, that which he has seen, should now directly aim to cultivate his imagination, that he may form vivid and correct conceptions of regions he has not seen. This cultivation of the imagination is an important part of the teaching of geography. If it is properly done, and particularly if pictures are used as an aid to it, the symbols of the map will represent to the pupil real things. New York, Liverpool, the Alps, the Sierras, the Rhine, the Mississippi, will not be mere names of things with which he associates but two ideas, viz.: designation by geographical terms, and location; but he will see in imagination the city's maze of streets, its streams of people, and the great ships bringing cargoes. The mountains and rivers will be something more than black lines on a colored surface. Up among the melting snows of the one, he will see the slender beginnings of the other, and trace it through the mountain gorges and down the long incline to the low plain through which it seeks an outlet to the sea. In the summer of the North, he will be able to picture the winter of the South, and in the changing temperature of the middle latitudes, he will realize the perpetual winter of the arctic and summer of the tropic zones; and the bare bones, falsely called geography, will be clothed upon with flesh. Henceforth the subject will possess an absorbing interest for him, and though you may not take him beyond the walls of a country school house, you can bring the whole world home to him within its narrow space.

Another direct aim should be, to train the memory. In this direction the study of outline maps and map-drawing, will be of the greatest advantage. A rapidly executed sketch placed upon the board during recitation, is the teacher's best test of the correctness of the pupil's memory of a certain set of facts, such as.

• outline, direction, location, and proportion. Besides being a test of, it is also an aid to the memory, because actually to locate a feature of the map requires closer attention than simply to describe its location. What other advantages are derived from map-drawing it is difficult to see, and it would seem that from a too great neglect of it, the tendency has been to swing over to the opposite extreme of placing too much stress and spending too much time upon it, regarding it rather as end than as a means.

The matter taught during this preparatory period, should be home geography, to give the pupil units of comparison, with which to go abroad; the natural divisions of land and water, the outline and location of grand and political divisions—the latter best learned from outline maps—a comprehensive view of the world as a whole, and the location of his own country relative to the rest; the last, best learned from the globe. Now, having trained the perceptive and conceptive faculties, the imagination, and the memory of the pupil, having given him known units of comparison, a knowledge of geographical terms, and the use of maps, the ability to recognize outlines at sight, and a comprehensive idea of location, he is prepared to begin the second period of study, where the aim should be to develop his judging and reasoning faculties, to teach him the facts of political and industrial geography as dependent upon physical conditions; and to make him a student of the nature and relations of life, climate, and products are the first great topics that should now engage his attention. But, rather than isolated facts, true in particular regions, he should be put in possession of fundamental principles, as those principles are discovered in the study of mathematical and physical geography—the earth's motions, the influence of those motions upon the changing seasons, climate as the result of latitude, altitude, and continental and oceanic influences, wind and rain zones, and the products peculiar to different climates.

But, although the study of these topics has been placed in the second period, they are still preparatory to the study of that crowning part of geography, the civilization of nations. The *life of a people* is the matter with which this student has the greatest concern. The occupations of agriculture, manufactures, mining and fishing should be dwelt upon; commerce, domestic

and foreign, demands attention, and with its exports and imports, and all things that conduce to commerce, such as railroads, canals, telegraphs, sub-marine cables, lines of steamers and the like. The government of a people, the relation of their systems of education and religion to the State, are vital questions of which we cannot afford to leave this future citizen of our country in ignorance, even though the years of his instruction are few and soon told.

To teach this pupil, out of whom we wish to make a student for life, a *bare fact*, without teaching him its relation to other facts, is defrauding him of the best part of instruction. It is giving him knowledge, but no wisdom. For instance, that the Hudson rises in the Adirondacks and flows south to New York Bay, is of slight importance, but because the burdened, swift-going boats plough its surface daily and nightly, because it is yoked to the great lakes, while New York and Chicago sit at either end as receivers and dispensers, it becomes a vast importance. That the Merrimac flows from the mountains to the sea through two States is a matter of little moment; but when man binds it to the wheel and makes it turn the vast machinery of the mills of seven cities, it is no longer simply a river, a bit of water winding idly on its way, it is a force in the affairs of life. There are many aids to teaching the second course in geography—text-books, globes, books of reference and travel; but when we come to the practical business of life, there is nothing better than the modern daily newspaper. If any teacher doubts this, let him give such a topic as mining in the United States to a class of students having free access to newspapers. He will be astonished at the amount of information that is brought, and will doubtless be himself instructed on many points.

If the foundations for this study were well laid in the preparatory course, and economy has been used throughout the elementary, minor and unimportant details left unnoticed, while great principles and the relations of important facts have been brought constantly forward, it is probable this whole work, so far as treated, might have been well done by an average pupil at the age of fourteen. If he should go to school within four walls no more, he is prepared by this well directed, careful, practical training, to go on learning and desiring to learn in the school of life.

But if through better fortune, the years he may devote to direct preparation for the work that is to come are lengthened out, then a collegiate course in geography should follow the study of the sciences, to show their relations to each other and combine them into a perfect whole. This higher geography is to the sciences what the ocean is to its arms—it embraces them all. When Humboldt would find a name for it, he called it “Cosmos.” A science is but a part. Geography is the great total, the sum and application of all science. Mathematical geography is astronomy and geometry brought home. Botany treats of plants, and zoölogy of animals; geography of the distribution of plants and animals, and their usefulness to man. Chemistry treats of the elements, and physics of the properties of water. Geography of its distribution in seas, lakes, and rivers, the great highways of commerce, and of the laws that govern the life-giving rain. Geology treats of the formation and material of the earth’s crust; geography of the products that ripen in abundant harvests upon its surface, that man may be fed and clothed, or are wrested by the saddest labor from deep, dark mines, that he may be richer and more powerful. Physiology treats of man as an animal organism; ethnology, of his place among the tribes and nations of the globe; but geography mounts superior to both, and studies man as a power upon the earth, tunneling its mountains, leveling its forests, redeeming its deserts, fertilizing its plains, damming its rivers, improving its harbors, changing its climates, forcing the fickle wind and falling water to save labor, annihilating time and space with electricity and steam, and making the big, treacherous sea, the common highway by which he brings to his own home the richest treasures of far-off lands — *Wisconsin Journal*.

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### THE LITTLE ONES.

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“WHAT shall I do with the little ones?” is the exclamation of nearly every young teacher, at the close of the second week’s work. We promptly answer, “Keep them busy.” “How?” is the universal response. “How can I furnish a variety of profitable employment for those restless ‘little ones,’

whose restlessness it would be a sin to repress, but which requires almost the wisdom of a Solomon to direct and control?" This is the point of failure or success in primary instruction, and the one on which teachers, young and old, fail oftener than succeed. To give our brief talk a practical turn, we will avoid generalities, and name a few things which the "little ones" can do profitably in the school-room.

#### READING.

1. Print\* on slate letters copied from the blackboard, to be read as a class exercise.
2. Print on slate words copied from blackboard.
3. Print on slate letters copied from a text-book.
4. Print on slate words copied from a text-book.
5. Print on slate sentences copied from a text-book.
6. Print on paper, with pencil, letters, words, or sentences, from the blackboard or text-book.

#### SPELLING.

1. Arrange columns of words on slate, each word of which contains a certain number of letters only, as two, three, four, five, etc., copied from a text-book, to be read as a class exercise.
2. Arrange columns of words, each containing words commencing only with a certain letter, as *a, b, c*, etc., to be read in the same manner.
3. Arrange columns of words, each containing words ending with a certain final letter only, as *e, y, r*, etc.
4. Arrange columns of words, each containing only a certain vowel letter, as *a, e, i, o*, etc.
5. Arrange columns of words, each containing only one syllable.
6. Arrange columns of words, each containing only two syllables, three syllables, etc.
7. Arrange a column of words, each to contain only words commencing with capital letters.

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\* Pupils should be taught to write before they have taken elementary lessons in drawing. Much time will be thus gained, and greater proficiency secured.

## NUMBERS.

There has been an opinion quite prevalent that numbers can be best taught without a text-book. This may be true when the text-book contains but little beside definitions, rules, and principles; yet, a text-book constructed on the principal of providing ample work for the restless "little ones" will save a teacher many days of annoyance, and materially aid in the pupil's present and future progress. The following are a few of the exercises which can be given to a class of beginners:

1. Copy figures from blackboard on slate.
2. Copy figures from text-book on slate.
3. Copy figures from text-book on blackboard.
4. Arrange groups of corn-grains to correspond to the unit value of a figure, as 1, 6, 3, etc.
5. Arrange groups, strokes, to correspond to the unit value of figures.
6. Arrange, on slates, tables in addition copied from blackboard, thus:

$$1+3=4$$

$$4+1=?$$

$$0+2=? \text{ etc.}$$

$$5+2=7$$

$$3+2=?$$

$$2+4=? \text{ etc.}$$

To be computed by the pupils, and read as a class exercise.

7. The pupils to copy and complete tables on slates from a text-book, to be read as a class exercise.

8. The pupils to copy and complete on blackboard from text-book, in the same manner.

The teacher should vary the exercises in all primary instruction, as the child tires of sameness. Such subjects only should be given as come within the mental understanding of the child, and the greatest possible variety of methods of presentation should be employed.—*The Teacher*.

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"WHAT'S the matter, my dear?" said a kind wife to her husband, who had sat for half an hour with his face buried in his hands, and apparently in great tribulation. "Oh, I don't know; I've felt like a fool all day." "Well," said his wife, consolingly, "you look the very picture of what you feel."

## SPECIAL SCHOOLS FOR BAD BOYS.

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[Abstract of a paper read before the Indiana Social Science Association at its recent anniversary meeting, held in Indianapolis, by H. S. Tarbell, Superintendent of the Indianapolis Schools.]

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SCHOOLS of Detention are for bad boys. What are bad boys? To come up to or down to the standard of bad boys, as we use the term in this paper, a boy must be devoid of good intentions in his usual conduct. He must be one whose will seems perverted; whose tastes are low and desires toward evil. One in whom ordinary search reveals nothing noble to appeal to, who has no worthy ambitions, no respect for character, age, sex, or authority, unless supported by a force evident and irresistible. Are there such boys? Ask the police.

Mr. Yoke, principal of No. 7, is a judicious, careful man, and estimates the number of such boys in his school to be ten out of an enrollment of three hundred and eighty. This would give us about sixty such boys in the city schools of Indianapolis.

The Saturday Herald says there are "scores of little hoodlums on the Southside who steal fruit, chickens, pigeons, wood, coal, fence-palings, corn from your crib, hay from your mow, chase your cow with a dog, scare your little children into fits with threats, and defy your interference, parade the streets at night, uttering the foulest blackguardism, and the vilest profanity, rarely exceeding fourteen years of age, and frequently as young as eight."

Some of these boys are born bad. In case of others, the wild exuberance of a rich nature has been perverted. Some are bad from association. Parents instruct many children in the ways of vice. Children being taught by their parents to steal, can be estimated by the hundred in this city. But most bad boys have become so from lack of parental control. Parents are too busy to attend to their children; too weak to contend with their boisterous strength. Perhaps the father is good-natured and easy-going, and laughs at the anxiety of the mother as to the conduct of the child; or, the mother is indulgent, pities the little fellow, shows her sympathy, and thus convinces the boy that the father is a monster of injustice, and he is then beyond any influence

from the father but the influence of force. The mother shields the son, deceives the father as to his conduct, and thenceforward his ruin is only a question of time.

The career of these boys in the school is somewhat as follows: The restraints of the school-room are contrasted with the freedom of the streets. On the streets he can show his prowess in a way natural and spontaneous. In the school he gains credit only as he evidences aptitude and grasp, which requires steadiness, self-repression, and some degree of plodding industry. He is one whose mind and body both reluctate at any steady drain upon them. His mind dwells upon the jokes, strange tales, mysterious hints of companions of the streets better posted than himself. At length the school seems a prison, from which he must escape. He does escape. His parents follow him up. If not his parents, the police.

The school molds while it controls, and only while it controls. To give it then power for reformation or preservation, those most needing its moral influences must be kept within its reach. There is no moral training in the studies of the schools. They exert their influence over the moral natures of their pupils chiefly by the formation of habits of punctuality, obedience, truthfulness, patience, forethought, and kindness. To this end, two elements are necessary—time and control. To form good habits requires *time*, steadily, not intermittently given.

The weakness of the schools in any reformatory work is that those who need their discipline are not within the reach of the schools; or if in attendance, will not remain so. The schools can not compete with the streets as places of attraction to certain natures. No school-room can afford the variety, the freedom, the frolic of the streets. No boy whose prowess is physical rather than mental, and whose tastes lead him to prefer tricks and jokes to sober study can be as much in his element, as much the leader and the actor which he wishes to be in the school-room as on the streets.

All such must be held in school by some form of compulsion, parental or otherwise. As an aid to deficient parental control, and as a substitute for such control lacking or depraved, there should be established in every large city in connection with the public schools a special school where boys could be detained, boarded, lodged, and taught.



Boys between the ages of six and fourteen attending no school, nor engaged in any lawful employment, found vagrant upon the streets, whose parents were unable to control them, or were training them to, or indulging them in vicious courses, should, upon these facts appearing to the proper authorities, be ordered to attend the proper public school, and if truant therefrom, or insubordinate therein, should be sentenced for brief periods to the school of detention. This school should be intermediate in its nature between the public schools and the reform school. It would be designed not so much as a place of instruction as a means of keeping in the public schools and under proper control there those to whom this attendance and control are of vital importance. There would be needed a truant officer to follow up outside the schools the truant boys; and the school itself would require a teacher, a steward, and a matron. Such a school in Worcester, Mass., costs \$2,500 annually. A school large enough to receive twenty pupils would be sufficient to accomplish amply its purpose, to deter from vicious courses rather than to punish for them.

The plan herein contemplated would not interfere with any youth attending any private or church schools, or engaged in any employment. It recognizes the right of parents to control their children, if they are disposed to do so, unless they are training them in the ways of crime.

It is the duty of the State to interfere between the wrong doer and the sufferer of wrong; and no sufferers ought more to attract our sympathy than those who are stunted or depraved in intellect and morals through the mismanagement of those upon whom nature has given them the right to rely for the opportunities of development. The State withdraws the child from the parent when guilty of the graver crimes. Why wait until only punishment can be inflicted, not reformation.

The advantages accruing from such a school are manifest and apparent. Many not now in school would be brought to attend. More who attend but a month or two would be kept in school the entire year, which would give opportunity for the moral influences of the schools now nearly *nil* in such cases to become operative and effective. What the schools now especially need is the power to operate more effectively and continuously upon

a larger portion of the lower masses. Our School Board has "cast up a highway" and made it broad and smooth whereon the youth of our city may march to intellectual culture and fitness for social and business life. Now we want them to drain the malarial pools along this highway.

And yet I would esteem it the greatest calamity to throw, by a sweeping compulsory law, if it were possible, the masses now outside of the schools into them without at the same time strengthening the discipline of the schools and preparing them to mold these masses rather than to be dragged down by them. It is to meet this danger that a part of the plan is to send from the public to the special school those obviously vicious and incapable of restraint by usual means.

Very much of evil doing is imitative. With children this is particularly true, and let but a bad or mischievous boy commence in school his pranks and the instinctive tendency of the ordinary youth is to follow suit.

There are fashions in suicide as well as in dress, epidemics of arson, unthinking mobs swayed by imitative passion, sweeping currents of panic, or mistrust whose path is reported by telegraph like the movement of an autumnal storm, tidal waves in politics—all having origin in a resistless tendency to imitation. And shall this exist among adults in whom judgment sits enthroned and will has grown strong, and not still more in youth in whom the faculty of imitation is one of the earliest developed? Hence the grave necessity of removing so far as practicable the innocent and thoughtless from the influence of the base and disobedient.

Such a school of detention with its attendant machinery will affect very many more than the few directly within its reach. It would give grasp and certainty to school discipline. Now we oftentimes endure misconduct, overlook offenses, let the boy go on unchecked to the serious injury of a school, lest he shall become offended and leave the school, and we thus have no more power to do him good; and it often becomes a serious question how far the school shall suffer that the individual may perchance be saved from ruin, perchance only sharpened in intellect to be able to do the greater evil hereafter.

It is sad to contemplate the number of boys causing untold misery to their parents. A boy attacked his mother with fists and

feet not long since in one of our school-halls, and the teacher was obliged to rescue her from his hands. Such a boy does not fear a whipping. He has physical courage and cutaneous insensibility. The school of detention and the strong and gentle hand of its master would make him yet a blessing to his mother. A truant officer would break up the congregations of street Arabs, and children could get to school in safety, though they did not wish to fight. He would free our schools from the intrusion and disturbance of non-attendants; assist parents and teachers in keeping possible truants in school, and reach a class of offenders which our police are at present very loth to meddle with.

The plan herein suggested is not new, but is substantially that followed in many cities of Massachusetts, Connecticut, and New York. Such a school has been in operation in Worcester, Mass., since 1863. The truant officer visits the home of the truant pupil, brings him to school, and notifies the parent of the boy's delinquency. If he still persists in running away, he is arrested; brought before the municipal court and sentenced to the truant school. Boys, also, who are found wandering about the streets without lawful occupation are assigned to school, and if they fail to attend, are treated as habitual truants. The Committee of the Board in charge of this school in Worcester, say "it largely diminishes tardiness and almost suppresses truancy, and the records of the police department show that since the establishment of this institution, juvenile criminals are comparatively rare. There can be no reasonable doubt that this school does as much for the public peace as ten policemen and a jail." In London, England, by the establishment of Registered Industrial Schools (Schools of Detention) the number of juvenile prisoners in the county jail had fallen from 367 in 1870 to 146 in 1878, and all authorities from magistrates to policemen and citizens agreed that the street Arab would soon become an extinct species. In this direction lie the improvements most needed in our schools.

When the public has suffered enough and thought enough; when the means of relief have become familiar enough, then the law and public opinion will conspire to strengthen the discipline of the schools and some such plan as is herein suggested will enable them to do greatly more than they now can to make good men from bad boys.

## AUNT RACHEL'S CHRISTMAS—A DRAMA.

BY D. E. HUNTER.

*Characters.*

FANNY HALL, age 12.

HARRY HALL, age 17.

GEORGE HALL, age 15.

SUE READ, aged 13.

PHIL READ, aged 6.

SAM READ, aged 15.

CHARLIE READ, aged 16.

DICK FRENCH, aged 17.

NELLIE FRENCH, aged 15.

LUCY FRENCH, aged 14.

ETHEL FRENCH, aged 7.

UNCLE THOMAS POWELL, aged 21.

AUNT RACHEL, age uncertain.

[In selecting persons for the various parts, remember that Aunt Rachel and Phil are the most important.]

## SCENE I—STREET.

[*Enter Fannie and Sue from opposite sides—they meet.*]

*Fannie.* [*Talking very fast.*] Oh! Sue, Aunt Rachel is coming to-day, and she knows more stories than you ever heard. She knows stories about dogs, and monkeys, and birds, and cats, and dragons, and lions, and oh! everything, and we will have the nicest Christmas in town, and Ma says I may ask all my cousins to come and stay all day. Now you be sure to come, and tell Sam to bring his guitar, and Charley, and Little Phil——.

*Sue.* Why, good morning, Cousin Fannie. You must be excited, to make all that speech before you can find time to say "How d'y'e do?"

*Fannie.* Well, I did not mean to be rude; are you all well? I hope so, for I want you all to come.

*Sue.* Yes, we are all well, and there is some person at our house, too, that can tell Christmas stories—Ma's Uncle Tom. Just think, he is not as old as Ma, and she calls him uncle; I wouldn't do it. But he's nice, and he knows everything, and he's been to college; so if we come, we shall bring him.

*Fannie.* Of course, bring him, and tell all the family. Oh! if we don't have the biggest Christmas. But I must go and tell Dick, and Nellie, and Lucy, and Ethel. Good morning. Now be sure to come. Good morning. [*Exit Fannie.*]

[*Enter Phil, with torpedoes; explodes one.*]

*Sue.* Stop that noise, Phil. Where are you going? Does Ma know you are out here?

*Phil.* Yes. I's going to find out where the Christmas is to be. Do you know?

*Sue.* Yes. Cousin Fannie says it is to be at their house, and we are all to go. Don't you think that will be nice?

*Phil.* Will they have anything to eat? and will I have to wait till the second table?

*Sue.* Of course there will be plenty to eat; who ever heard of a Christmas without plenty to eat.

*Phil.* Well, I'll go. Come on. [*Explodes torpedo.*]

## SCENE II.

[*Scene—Drawing-room trimmed with evergreens; mistletoe bough hanging from the centre of the ceiling; George seated and showing Fannie a book of engravings; knocks are heard at the door; Fannie opens.*]

*Fannie.* Merry Christmas! girls.

[*Enter Nellie, Lucy, and Ethel.*]

*Nellie, Lucy, and Ethel.* Merry Christmas to you, and to all in the house.

*Fannie.* Come in; walk through Ma's room, and lay off your wraps. [*Exit girls on L.*] Come in, boys. Oh! you have your masks; well, Aunt Rachel and Mr. Powell have some, too. [*Enter all the boys except Charley.*]

[*George takes the hats and masks of the boys, while Fannie looks after the girls.*]

*Sam.* I wonder if they are all here?

*Dick.* I think not; at least they are not making much noise about it.

[*Phil puts torpedoes under the feet of two chairs.*]

*Phil.* I guess there'll be a noise pretty soon.

[*Girls enter and take seats, when the torpedoes explode; they scream; the boys laugh, and Phil dances and claps his hands.*]

*Sue.* [*Entering.*] Look here, Phil, we are not going to have that noise. Uncle Tommy and Aunt Rachel are to manage this Christmas, and they don't believe in blowing people up. Good morning, Fannie. I suppose I am a little late, but I hurried all I could.

*Fannie.* You are not too late. Come in and lay off your things, and I'll tell our Christmas folks that we are ready for them. [*Exit Sue and Fannie. Sue returns.*]

[*Enter Charley.*]

*Charley.* Am I late? I couldn't help it. It was just impossible to come any sooner, for I had to wait for Sue's *firizzly chebangs* to get the proper kink in them.

*Sue.* Now, brother, hush; you know that is all made up for the occasion.

*Charley.* Yes, it is all made up for the special occasion, but it took you two hours to make it up. Just see, hasn't she the cutest kinks that ever came to Christmas? [*Sue hides her hair with her handkerchief.*] But we are all here. When does the show begin?

*Sue.* It has already begun. The monkey [*pointing to Charley*] has been performing for several minutes.

[*Enter Fannie, Uncle Tom, and Aunt Rachel.*]

*Fannie.* Cousins, I have the pleasure of introducing Aunt Rachel and Uncle Tommy,

*Aunt R.* Good morning, children—or young ladies and gentlemen, I should say—I wish you all a very Merry Christmas.

*Uncle T.* Christmas comes but once a year. I, therefore, have to bid good cheer.

*Lucy.* And we are most happy to meet you both. We have had Christmas trees and fish-ponds, and sack parties, and Sunday-school treats, and now we want something new. We are sure that two such heads as yours can give us out of your vast experience and extensive reading something that we have never had before. We will promise to obey all your commands, even to eating *roast turkey* with cranberry sauce.

*Phil.* And peanuts, too.

*Aunt R.* A very cordial reception. Miss Lucy, Mr. Powell, and I have had a consultation, and have concluded to unite our plans. [*Exit Uncle T., leading Phil.*] He has a little advantage of me in having taught some of you your parts, and he, therefore, insists that I shall do most of the talking. Lucy, we had fallen upon the same general plan; that is, to give you some idea of how Christmas was celebrated many hundreds of years ago in other countries. You see, then, that we are to give you something old, rather than something new. Some of these Christmas recreations are yet practiced in many parts of England and Scotland; but since there are so many of them, we have selected only a few, and as we had selected different ones, in combining them, you will have more than either of us would have given alone. I presume that you all know that Christmas is intended to celebrate the birth of Christ. That event, however, is not known to have taken place on the 25th of December. Other days have been celebrated for the same event. Among them I may mention January 1, January 6, March 29, and September 29. After a time January 6 and December 25 were the only ones celebrated, and in the fourth century December 25 was agreed upon, partly, it is said, for the purpose of drawing away the converted heathens of the Roman Empire from their old feasts of the Saturnalia, which took place when the days began to grow longer in mid-winter. The effort to make the festivities entirely of a religious nature did not succeed. Hence, many innocent amusements were incorporated with them, and in time, many traces of the old feast of the Saturnalia found their way into the exercises. If I should tell you all that has been written on the subject of Christmas and the Christmas festivities, you would have nothing to do but listen all day, and perhaps all night. About three hundred years ago, it was customary to spend nearly two weeks in celebrating Christmas. In the palace of the King, and also in the house of many of the nobles, the celebration was a very expensive one, and was devoted entirely to eating, drinking, and merry-making. In the first place, some one was selected to the office of "Lord of Misrule." He was a sort of mock sovereign, and had entire charge of all pertaining to the festivities. He appointed a Lord-keeper and a Page, who attended him all the time and obeyed his orders. Our plan for to-day includes a "Lord of Misrule," who shall direct your Christmas sports, and it now devolves upon you to elect a suitable person for that purpose. I suppose you know whom you want for that important office.

*George.* I say, let us have Uncle Tommy. [*All agree to this; some saying one thing and some another.*]

*Aunt R.* Very good. Your wish shall be obeyed. Sir Thomas Powell, come forth with badge in hand and assume the responsible duties of the office of "Lord of Misrule."

[*Enter Uncle Tom, dressed as "Lord of Misrule," calico coat with long waist, short flowing skirt gathered in a band at the waist, sleeves with large puffs above the elbows. Lower part of sleeves may be made of striped stockings with the feet cut off. Hat with narrow and tall crown. He should bear in hand a long rod—as long as himself—on the end of which should be a doll with little bells attached. Phil, as Page, should attend him. Page dressed in knee breeches, striped stockings, long cape, and large hat with plume.*]

*L. of M.* My loyal subjects, my first duty, after thanking you for the honor, is to absolve you from twenty-nine thirty-fourths of all that you ever knew.

*Page.* I now com-solve you on forty-nine twenty-fourths of all what you don't know.

*L. of M.* You are to be only wise enough to make fools of yourselves.

*Page.* You are to have only wives enough to make foolishness.

*L. of M.* You will now retire and prepare yourselves with suitable costumes and appropriate lights for the *Moccoletti*.

*Page.* You now go home and put on your fixings, and compare to the Sheteye.

### SCENE III.—DRAWING-ROOM.

[*Enter Page with lighted candle, followed by L. of M., and he is followed by company in plain dress, each one bearing a lighted candle. L. of M. and Page take position on one side of stage.*]

*L. of M.* There are two things for you to do. One of them you must not do, and the other you must not try to do. You must blow out these candles, and keep them all burning. To preserve your own *Moccoletti* from being extinguished is your special duty, and to extinguish the *Moccoletti* of every other, you must not fail. The Page will give you light as you may need. When you attempt to extinguish a light, you must give warning by saying *Moccoletti*. If you succeed in extinguishing a light, say the same word twice—*Moccoletti, Moccoletti*. At the tap of my bell you may commence, and at the next tap, you may extinguish your own lights, and say *Moccoletti, Moccoletti, Moccoletti*.

[*Bell taps, and the play begins. After several minutes, the bell taps again, and all the lights are extinguished.*]

*L. of M.* And so the pleasures of life are doomed to go up in smoke.

[*At the end of first game all stand with extinguished candles.*]

*L. of M.* Prepare again for the *Moccoletti*, and you will play this time without the privilege of relighting your lamps, and the honors of *Moccoletti* shall be conferred upon the one that holds the candle out the longest.

[*Bell taps and play begins, and when it is determined who is to have the honors, that one with lighted Moccoletti marches at the head of the procession around the stage and off, all keeping time and saying: "Moc-co-let-ti; Moc-co-let-ti; Moc-co-let-ti;" etc.*]

SCENE IV.—SAME.

[*Lord of Misrule seated on throne; Page near. Enter company.*]

*Dick.* May it please my lord, your orderly subjects are subject to your orders.

*L. of M.* Then my order is that you do now proceed to the election of the *Queen of the Bean*. Let the *twelfth* cake be brought in

*Page.* Yes, bring me twelve cakes, too, with sugar on 'em.

[*Enter Aunt Rachel with large cake, robe, and crown.*]

*L. of M.* My subjects must be subjected to the subject of the *twelfth* cake.

*Page.* Sub—sub—sub—I want my supper and twelve cakes.

*Aunt R.* You must first know that the *twelfth* day after Christmas, the sixth of January was and is yet known in England as *Twelfth Day*. This day was the last one of the Christmas festivities, and the day following was called *Distaff Day*, because on that day the women resumed the work of spinning with the distaff. The *twelfth-day* cake was a large one with a hole in the middle. The hole was a very important part of the cake; in fact, it could not be dispensed with. When the company had assembled on the night of the 5th of January, the *twelfth* cake was brought out, and the whole company went with it to the barn, where, by means of the hole, it was hung upon the horn of an ox. The company then stood in a circle around the ox, and when all was ready, he was tickled in the flanks; this, of course, caused him to throw his head about, and the cake would fall at the feet of some one who should be honored at the coming feast. \* \* \* \*

This is the origin of the hole in the cake. At another time, the cake was prepared as this one had been, with a bean in it, and when the pieces were distributed to the company, the person obtaining the bean was crowned king or queen of the Bean, and was greatly honored during the remainder of the feast. It is said that Mary Stuart, while Queen of Scotland, observed this custom, and one of her maids was elected Queen of the Bean, Mary herself serving in an inferior office. This cake will now be passed, and the person that secures the bean shall at once be crowned.

[*Cake is passed, and each one draws and eats.*]

*Nellie.* Oh! I have the bean!

*L. of M.* Crown Nellie, the Queen—Nellie, the Queen of the Bean.

[*Nellie, kneeling, receives from Aunt R. the robe and crown.*]

*Aunt R.* My royal lady, receive this crown.

It well becomes a face so fair,  
So rich a diadem to wear.

*All.* Long live Nellie, the Queen—Nellie, the Queen of the Bean.



*Page.* Let's elect another queen; I want some more cake.

*Queen.* In this glass of pure water, allow me to drink to the very good health of you all.

*All.* Long live Nellie, the Queen—Nellie, the Queen of the Bean.

[*Queen attended by Ethel, as Page, is seated on throne on opposite side of stage from L. of M. She sends out presents by the hand of Ethel. A toy horn is given to Phil. He blows it, and says*]:

*Phil.* Has you got any pea—nuts?

#### SCENE V.—SAME.

[*Queen and Ethel as before. L. of M. and Page in rear. Others on side opposite Queen. The parts of St. George, St. Nick, Turk, Dragon, and Doctor may be taken by Harry, George, Sam, Dick, and Charley, or new characters may be introduced.*]

*Queen* [to *Ethel*.] Direct the lady of the house to appear.

*Ethel.* [Goes to *Fannie*.] Dear lady, her royal highness desires you to honor her with your presence.

[*Ethel leads Fannie to foot of throne, where both kneel and bow to Queen.*]

*Fannie.* Your Royal Highness, most profoundly am I yours to command.

*Queen.* Rise, then, and discover in what manner we are next to be entertained.

*Fannie* [rising]. Your will is my pleasure. [To *L. of M.*] Will your lordship convey to her Highness, the Queen of the Bean, your intentions as to further exercises?

*L. of M.* Yes, mum; I will, mum; let all be mum, and we will have the mummers. [*Exit Ethel.*]

*Aunt R.* The mummers will soon appear and give you another phase of an English Christmas as it was five hundred years ago, and is yet in some parts of the kingdom. A Mummerie was gotten up and performed in London in 1377, for the amusement of Prince Richard, son of the Black Prince. In 1400, King Kenry IV. was complimented by a Mummerie gotten up by twelve aldermen and their sons, but soon after a conspiracy to murder the King was organized under guise of a Mummery. Fortunately, it was detected, and after that, efforts were made by the government to suppress them; they were not successful, however, and the Mummers have continued to have their fun down to the present day. The chief characters were St. Nick, St. George, the Dragon, the Knight, the Turk, the Doctor, and the Mistletoe Maid. These were represented by young people who went from door to door, asked admission, and there performed a short drama, closing with a delicate hint that a contribution to their money-box would be next in order. When the Mummers come in, you must all repair to the side of the Queen of the Bean, and constitute an audience for this little drama. I hear them coming now.

[*Enter Ethel as Mistletoe Maid, bearing a mistletoe bough. (Where mistletoe can not be obtained, hemlock, pine, or cedar will answer.) St. Nick, with crown of leaves on his head, and bearing in his hand a large bowl or*

*basket, containing small presents. St. George, with large coat, flowing sleeves, and bishop's hat. He bears a red flag in one hand and a wooden sword in the other. The Dragon has a mask of an animal's head, a long coat, from under which hangs his long tail, which drags the stage. The tail may be made of curtain calico. The Turk, with Turkish dress, with a tin crescent on his turban, and a wooden sword in his hand. The Doctor follows, with a large wig, small hat, large coat, and a small band-box labeled "Pills," under each arm. They enter in the order here described, and march twice around the stage, then stop opposite the Queen, and proceed as follows]:*

*St. Nick.* My name is St. Nick,  
And I come at your will,  
My pockets to pick,  
And your pockets to fill. [*Hands out presents.*]  
Saint Vulcan, you know,  
Is the saint of the forge;  
But the saint of the dragon  
Is the brave Saint George;  
I bring him before you,  
Though behind him may lurk  
That self same dragon,  
And the horrible Turk.

*St. George.* Before you now, you see St. George,  
With neither cruise nor flagon.  
St. George, the bold; St. George, the brave,  
Who slew the mighty dragon.  
I've fought upon the mountain top,  
I've fought within the cave,  
I've fought upon the sea-shore,  
And on the rolling wave,  
And now if any one is brave,  
And wants the world to know it,  
Whoe'er he be, though lord or slave,  
Let him come forth and show it.

*Turk.* I hear the boast of bleating cattle.  
Come forth, and I will give you battle.  
I'll lay you like I would a hound,  
At full length stretched upon the ground.

[*Duel with swords between St. George and Turk, in which the latter is slain.*]

*St. George.* Ah! ha! St. George the victor is,  
For see his foe is slain.  
He's laid him down without his breath,  
And stretched him on the plain.  
But no! I would not slay him thus;  
I'd rather he should live;

Is there no doctor here that can  
A life restorer give?

*Doctor.* Yes, here's my hokem shokem,  
My rinktum alicumpane,  
At his nose I'll poke 'em,  
And he shall rise to fight again.

[*Doctor restores the Turk.*]

*Dragon.* Now here I come, a dragon.  
Just see me all who can.  
The girls my beauty brag on.  
I'm such a nice young man.

*Mistletoe Maid.* Ladies fair, and gents so bold,  
That we are here needs not be told.  
Our box is here, and in it any  
One who wills may drop a penny.

[*Several come forward and drop pennies into the box.*]

*Aunt R.* And now, dear friends, it is getting late, but I must tell you of just one more Christmas custom. It is that of going "Gooding," and singing the Christmas Carols. This is done by the children. Their carols were originally about the birth of the Savior, but in later years they very much degenerated, and many of them had but little sense in them. They were sung by the children as they marched from house to house, bearing branches of Ivy, Holly, and Mistletoe. The inmates of each house would give them cakes, nuts, etc., and then they would scamper away to some other, hoping to receive like treatment. The carols were not confined to Christmas day, but of a slightly different character, and under a different name, were sung on New Year's day. We do not propose to give you any samples of those old foolish carols, but instead, will give you one that is purely American. Ethel will now repeat:

"WHAT WILL THE NEW YEAR BRING TO ME?"

I.

"What will the New Year bring to me?"  
The little darling said;  
"A curious box with lock and key?  
Or pretty, painted sled?  
A sack of fruits from Southern trees?  
Or a rosy waxen doll?  
Will it bring me one, or none of these?  
I wish 'twould bring me all."•

II.

"What will the New Year bring to me?"  
The blushing maiden cries;

“ Will it bring ‘my ship’ from o’er the sea?  
 Say, what *will be* the prize?  
 Will it bring me pleasure all the year?  
 Bring joy with laughing eyes?  
 Or will my mirth be mixed with fear?  
 My joy turned into sighs?”

## III.

“ What will the New Year bring to me?”  
 The widowed mother says;  
 “ Bring food and clothing for my three,  
 For cold and warmer days?  
 Ah! if it shall, I’ll not lament  
 A *new* ‘New Year,’ indeed;  
 For that will bring me sweet content—  
 Content with what I need.”

## IV.

My darling, and my maiden fair,  
 And anxious mother, all,  
 The God, that sends another year,  
 Lets not a sparrow fall  
 Without his care. Trust, O, trust him!—  
 Trust and never fear,  
 The blessings that are *best for you*  
*Will come* with each New Year.

*Fannie.* Aunt Rachel and Uncle Tommy, we can not thank you enough for your efforts to entertain us. You have earned a good dinner, and you shall have it. And to all my cousins, I wish to say that I hope you have enjoyed this Christmas as much as I have. Mamma now desires to see you all in the dining-room; but first, let me say to these ladies and gentlemen, I wish you all a Merry, Merry Christmas, and a Happy, Happy New Year, and if any of us shall visit you either as Mummers or Carol Singers, we hope you will have the cake with a hole in it ready to pass around.

*Phil.* And pea—nuts, too.

*Fannie.* Yes, for Phil’s sake, pea—nuts, too. Good night.

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You are more sure of success in the end if you regard yourself as a man of ordinary talent, with plenty of hard work before you, than if you think yourself a man of genius, and spend too much time in watching your hair grow long, that you may convince people that you are not like other folk.

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It is better to wear out than to rust out. We must not only strike the iron while it is hot, but strike until it is made hot.

## EDITORIAL.

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If you do not get your JOURNAL by the 15th of the month, write at once.

Do NOT send specie in a letter. If you cannot get scrip send postage stamps.

If you wish the address of your JOURNAL changed, give the old post-office, as well as the new, together with the county in each case.

Again, we must insist that notices for change of address be sent in *early*. A notice sent as late as the 25th is usually too late for the mailing of the JOURNAL for the succeeding month. When a JOURNAL is missed in this way, application should be made to the postmaster to have it forwarded.

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## IMPORTANT ANNOUNCEMENT.

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### A RARE INDUCEMENT TO SUBSCRIBERS.

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It will be remembered that some time ago we announced the fact that State Superintendent Smart had in preparation a compilation of the opinions and decisions of the Department of Public Instruction, to which would be added a classified analysis of the School Law, and an extensive abstract of the decisions of the Supreme Courts of Indiana, and of the other States, in relation to school matters. We have purchased the copyright of the book, and shall publish it in full in the Indiana School Journal instead of publishing in book form, *provided* we can increase our subscription to such an extent as will justify us in the necessary outlay. We propose to commence in the January number and give about eight pages monthly until completed. We have already arranged to add to the value of the Journal in other respects, so that independent of this addition it will be worth more to teachers than ever before. We thus expect to give to our present subscribers the Journal for 1880 better in every way than before, and in addition, give them the full benefit of a valuable book, the contents of which will be a necessity to every teacher and school officer in the State. This will be given to our present subscribers at no additional expense to them. In order to justify us in commencing the publication as contemplated and thus increasing largely our expenses, we must increase

our subscription list. We, therefore, ask each one of our subscribers to explain to his neighbor the proposed scheme, and ask him or her to subscribe. If subscriptions are sent in marked "*On Condition*," we agree to return the amount of the subscription unless we get enough new subscribers to justify us in undertaking the enterprise.

We regard this the best premium for work on the part of our subscribers we have ever made; for if this is not printed in the Journal, but in book form, every teacher and trustee will want to buy it, as no one connected with schools can well do without it. In order to secure the success of the scheme, the new subscriptions must reach us by December 20, 1879.

We ask our subscribers to go to work at once and send us as many new subscribers as possible. If each subscriber will get one other, we agree to make the Journal of far greater value than ever before. In order to show the value of the proposed publication, we append a list of the subjects treated:

1. County superintendents—their appointments, rights, and duties.
2. The law of appeal and modes of procedure in relation thereto.
3. On the employment of teachers in townships.
4. On the dismissal of teachers in townships.
5. On the employment and dismissal of teachers in cities and towns.
6. School meetings and school directors.
7. Appointment and qualification of school trustees.
8. On the location of schools.
9. On the construction of school houses.
10. School apparatus.
11. The care of school property.
12. The law of enumeration.
13. The law of transfer.
14. On the power and duties of the county board.
15. On rules, regulations, and course of study.
16. On township graded schools, and on joint and district schools.
17. School finances and report in relation thereto.
18. On the levying of school taxes.
19. Penalties and liabilities of school officers.
20. Miscellaneous duties of school officers.
21. Disposition of school property included within towns and cities.
22. The law of contracts.
23. Rights of teachers.
24. The law on corporal punishment, together with a great variety of other matter not necessary to enumerate.

In connection with and in addition to the above, we repeat the "*Special Offer*" made last month:

### SPECIAL OFFER.

To any one who will send us two new subscribers at \$1.50 each, or four subscribers at \$1.25 each, between this and January 1, 1880, we will send them the SCHOOL JOURNAL MAP OF INDIANA.

This is one of the latest and most correct maps published. It is 27x36 inches in size—large enough for all ordinary use in the school-room. It shows the counties in different colors, bounds the civil townships, locates correctly every railroad in the State, and gives the name and location of nearly every post-office. It is a very complete map, gotten up in good style on heavy map-paper.

A teacher who recently ordered it, writes as follows: "The map is received; it is the best map of Indiana, of its size, that I have ever seen. It has two points deserving especial admiration: 1, The coloring does not obscure the engraving; 2, The railroads are all named. Furthermore, the governmental, historical, and other notes in the margin are of much interest and value." Who would be without this map when it can be had on such terms?

Teachers, go to work and do an excellent thing for yourselves and for us, too, by sending in at least *one thousand* new subscribers by December 20.

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**THIS NUMBER.**—We flatter ourselves that this number of the Journal contains much that is valuable to teachers in all grades of school work. "What I Know About District Schools," by Miss Robinson, is full of practical suggestions. "Function of Geography in a Course of Study," by Rose C. Swart, is the most philosophical and suggestive article on the subject of geography we have read for years. "The Little Ones" will be suggestive to primary teachers, though many of them may wish to substitute the word *write* for "print." "Special Schools for Bad Boys," by Superintendent Tarbell, will suggest a new feature of compulsory education that must sooner or later be considered in all our large cities. The subject should have careful consideration. "Aunt Rachel's Christmas"—a drama, by D. E. Hunter, will doubtless be very acceptable to many of our readers. Last year, in the December number of the Journal, we published a little Sunday-school drama which proved very popular, and so we selected the person whom we supposed to be the best in the State to undertake a similar enterprise for December, 1879. Mr. Hunter has certainly done himself credit in this "new venture," and we feel sure the readers of the Journal will make good use of the little play. A person in whose good taste and judgment the writer has great confidence, has pronounced it "first-rate; better than we usually find in magazines."

We feel confident that teachers will appreciate the quality of the *answers* to the State Board Questions this month. Each member of the Board answers his own questions, and the work has been done with care.

## STATE ASSOCIATION.

WE give this month the programme in full of the State Teachers' Association. It will be noticed that it is to be held beginning December 29, and not the 22d, as stated in last month's Journal.

The programme is certainly a good one. The variety of subjects is good, and the persons appointed to take a part are well scattered over the State and among the various institutions. The programme is not as full as usual, which is a highly commendable point. If those appointed to write papers will be content to tell us a little less than they know, or can find out concerning the subjects treated, and give only what can be well done inside the time (thirty minutes) specified by vote of the association, and by the Executive Committee, there will be ample time for general discussions.

We are glad to note that the committee is making an effort to make the *discussions* what the name signifies. Heretofore it has too often been the case that instead of a paper and a discussion, there have been one big paper and two little ones.

The indications are that the attendance will be large, and if many will come prepared to take a part, the association can be made one of the best ever held.

We call attention, also, to the excellent programme of the Indiana College Association, to be held December 26 and 27. It should be largely attended.

**SERVED HIM RIGHT.**—Gov. Robinson, of New York, who was recently so badly defeated for re-election, in his last message, in speaking of the high school, said: "It also breeds discontent on the part of those who are educated, or attempted to be educated to something above that to which they are fitted. It really disqualifies them for those duties and labors to which alone by nature they are adapted; so that not only great injustice, but great demoralization is the result of a system which collects money by force from one man to educate the children of another for callings which they can never fill."

Any man capable of uttering such sentiments in this free country where *caste* in society is ignored, deserved to be beaten. The teachers of New York claim to have contributed not a little to the defeat.

Teachers have not a little political power in this country, and they should not hesitate to use it when the good of the country demands it. The welfare of the schools should always be paramount to the interests of any man or any party.



## MISCELLANY.

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### QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1879.

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#### WRITING—*Specimen of Penmanship.*

1. Write the following with care in your ordinary hand-writing:

"And if my standard bearer fall, as fall full well he may,  
For never saw I promise yet of such a bloody fray,  
Press where you see my white plume shine amidst the ranks of war,  
And be your oriflamme to-day the helmet of Navarre."

2. What do you understand to be the object of analysis in teaching penmanship? 10.  
3. Describe the proper position for pupils to sit at an ordinary desk? 10.  
4. Draw a scale of thirds and write in it the word "length" with proper spacing and slant. 20.  
5. Write the principles of the capital letters and describe them. 10.

ORTHOGRAPHY.—1. How many and what sounds has the letter *c*? Give an example of each. 2 pts., 5 each.

2. What is the difference between a vowel and a consonant? 10.  
3. What is a diphthong? When proper and when improper? 2 pts., 5 each.  
4. What sounds compose each of the spoken words, *Monday*, *rough*, *thought*, *each*, and *knife*. 5 pts., 2 each.  
5. Write the words *Monday*, *rough*, *thought*, *each*, and *knife* phonically, and mark each vowel with the proper diacritical sign. 5 pts., 2 each.  
6 to 10. Spell ten words pronounced by the Superintendent. 5 for each word.

READING.—1. What constitutes the art of reading? 10.

2. (a) What physical habits ought pupils to form from reading aloud? (b) What *bad* physical habits may be formed in reading classes under poor teachers? a=6; b=4.  
3. What relation has reading to other branches of study. 10.  
4. (a) What relations would you have the spelling lessons bear to the reading lessons? (b) Why? a=7; b=3.

5. What are the chief ends to be attained in teaching reading in the common schools? 10.

Let the candidate read a selection, upon which he shall be marked from 1 to 50, according to the judgment of the Superintendent.

ARITHMETIC.—1. Given  $45135 \div 9$ ; 114 days, 45 minutes, 35 seconds  $\div 9$ ;  $.043272 \div 9$ . Give a rule for division which can be applied with equal propriety to each of the above examples. 10 or 0.

2. Wall paper is 18 inches wide, and 8 yards make one bolt. What will it cost to paper the walls of a school-room 36 feet long, 28 feet wide and 14 feet high, with paper which costs 35 cents per bolt? Proc. 5; ans. 5.

3. A man bought 4 lots; for the first he paid two thousand two hundred twenty-five and six-hundredths dollars; for the second, six thousand and six-thousandths dollars; for the third, six hundred and six-hundredths dollars; and for the fourth, three thousand eight hundred eighty-one and nine thousand seven hundred fifty-six ten-thousandths dollars. What did he pay for all? Writing numbers 8; ans. 2.

4. Define Ratio and Proportion. Tell how to make a statement in Proportion. 3 pts., 4 off for each.

5. In 1864 gold was quoted at \$2.80. What was the value in gold of one dollar in "greenbacks?" Proc. 5; ans. 5.

6. What is the compound interest of \$152 for one year at 8 per cent. per annum, payable semi-annually? Proc. 5; ans. 5.

7. A merchant bought cloth for \$6 a yard and marked it at 20 per cent. above cost; he sold the cloth at a discount of 20 per cent. from the marked price, supposing that he was selling it at cost. Did he gain or lose? How much money? What per cent.? Proc. 4; ans. 2, 2, 2.

8.  $\frac{3}{4}$  of A's money equals  $\frac{4}{7}$  of B's; B has \$10 more than A. How much has each? By analysis. Anal. 5; ans. 5.

9. How much will it cost to fence 200 acres in the form of a rectangle whose length is 5 times its breadth, at \$2.40 per rod? Proc. 5; ans. 5.

10. On what area of ground can a cow graze if she be fastened to a stake with a rope 30 feet long? Proc. 5; ans. 5.

GRAMMAR.—1. In what grammatical cases may a verbal noun be used? Give an example of each. 3 off for each error.

2. Give two distinctions between common and proper nouns.

2 pts., 5 each.

3. How is the possessive case formed?

10.

4. What is the distinction in use between *my* and *mine*?

10.

5. Write a sentence in which *either* is an adjective, a pronoun.

2 pts., 5 each.

6. Write a sentence having an infinitive with an object as the subject, and an infinitive with an adjective in the predicate. 10.

7. Give all the infinitive forms of the verb *strike*.

10.

8. Correct: "From calling of names he proceeded to blows," and parse the first noun in the sentence. 2 pts., 5 each.

9. Correct: (a) "Fifty years hence, (b) who shall hear of us?" and parse

the verb.

a=5; b=5.

10. The injuries we do, and those we suffer, are seldom weighed in the same balance. Analyze. 10.

GEOGRAPHY.—1. Into what two classes are Islands divided? Give an example of each. 3 pts., 4, 3, 3.

2. What is the difference between a river system and a river basin? 10.

3. How are inland salt lakes formed? Name the largest salt lake in the United States and Asia respectively. 3 pts., 6, 2, 2.

4. What are the chief divisions of North America? 5 pts., 2 each.

5. What range of mountains constitute part of the boundary between Norway and Sweden? What range lies between France and Spain? 2 pts., 5 each.

6. By what other names or titles are the following states known: New York, New Hampshire, Vermont, Indiana, Pennsylvania? 5 pts., 2 each.

7. Name the largest city in each of the following countries: England, France, Germany, United States, China? 5 pts., 2 each.

8. What two countries of South America are almost wholly mountainous? 2 pts., 5 each.

9. What two European countries have the largest territorial possessions in the world? 2 pts., 5 each.

10. How do the mountain ranges of Asia compare with others in the world as to height? How as to length? 2 pts., 5 each.

HISTORY.—1. What was the Boston Port Bill, 1774? 10.

2. Who was John Marshall? 10.

3. Describe Perry's Victory, 1813. 10.

4. In whose administration was Indiana admitted to the Union? 10.

5. (a) What was the cotton gin, and (b) who invented it? a=6; b=4.

6. What occasioned the debate between Hayne and Webster, in Congress, 1830? 10.

7. Who are the Mormons? 10.

8. What was the effect of the discovery of gold in California, 1848? 10.

9. (a) Which was the most important battle in the late civil war? (b) Why? a=4; b=6.

10. What sections of the country have favored free trade doctrines, and what sections those of protection? 10.

PHYSIOLOGY.—1. Why are the shafts of the long bones hollow? 10.

2. Give three uses of the muscles. 10.

3. What is the difference between digestion and nutrition? 10.

4. How is the waste matter removed from the system? 10.

5. Why does bodily exercise increase the demand for food? 10.

6. Why should a hearty meal not be eaten immediately before or immediately after severe exercise? 10.

7. What condition of the eye causes near-sightedness? What condition causes far-sightedness? 2 pts., 5 each.

8. What is the use of the tympanum of the ear? 10.
9. Why is an habitual stooping posture injurious to health? 10.
10. Why do the inhabitants of Greenland need more animal food than those of Mexico? 10.

THEORY AND PRACTICE.—1. Why should a definition or principle be understood by a pupil before he attempts to commit it to memory? 20.

2. Why should a pupil be taught the geography of his home before he is taught the geography of the earth? 20.

3. Why should a recitation test a pupil's preparation of the lesson assigned? 20.

4. When should children be put to the study of technical grammar? 20.

5. Why should a teacher never apply to a pupil such degrading epithets as "dullard," "clown," "liar," etc.? 20.

### ANSWERS TO STATE BOARD QUESTIONS PUBLISHED NOV.

ORTHOGRAPHY.—1. A syllable is a part of a word containing one vowel sound, and pronounced by one vocal impulse.

2. The elementary sounds are divided into vocals, sub-vocals, and aspirates.

3. The letter *g* has two sounds, hard *g* and soft *g*. It has its hard sound in *go*, *give*, *gospel*, and *agate*; its soft sound in *gem*, *George*, *gentile*, and *agile*.

4. The sounds *b*, long *oo*, *k*, and long *a* compose the word *bouquet* when spoken. It is pronounced boo-ka', or boo' ka.

5. The word *neighbor* is written phonically na' bur, or na' bur; and the word *measure*, mezh' yur.

### READING.

"Night, sable goddess, from her ebon throne  
In rayless majesty, now stretches forth  
Her leaden sceptre, o'er a slumbering world.  
Silence, how dead! and darkness, how profound!  
Nor eye nor listening ear an object finds."

1. Night is personified and spoken of as a black goddess. *Ebon throne* is the black throne upon which the goddess, night, was seated. *Rayless majesty* still farther emphasizes the blackness of night by representing her to be invisible. (Note that these words *sable*, *ebon*, and *rayless* successively add an increased emphasis to the idea of darkness expressed in the word *night*. *Sable* is black, *ebon* is blacker, but *rayless* is so black as to be wholly invisible. This is a climax.) *Leaden sceptre* is the heavy, drowsy influence of

night in producing sleep. *Slumbering world* refers to the perfect stillness and quiet that prevailed. Everything seemed to sleep.

"Nor listening ear an object finds."

2. *Sable* and *septré* are good words for spelling, because of the final syllables, l-e not e-l, and r-e not e-r; *goddess*, because of the doubling of the final consonant in adding the suffix. It suggests the teaching of the rule for spelling: *leaden*, *stretches*, and *listening* are good words, because of the silent letters in them.

3. One prominent object of the author, is to lead the mind of the reader to form a vivid conception of absolute darkness and silence; not a sound nor a ray of light; but the silent goddess, Night, reigns supreme.

4. Sable, black; ebon, more intensely black, or *very black*; rayless, perfect black, or invisible.

Leaden—heavy, stupefying, sleep-producing.

Profound—deep, intense, perfect.

5. (a) It should be read slowly, in order that the hearer may have time to form his picture, as the reader advances from step to step in the description, which is arranged so as to form a climax.

(b) It should be read with moderate force and medium pitch, and with a pure tone, approaching the orotund quality in the fourth line.

(c) The emphasis used should be mostly of that kind known as emphasis of Time; *i. e.*, emphasis expressed by prolonging the long sounds of the vowels in the emphatic words.

(d) the reader should have a vivid conception of the profound darkness and death-like stillness here described, and then give a natural expression to the feelings thus awakened.

ARITHMETIC.—1. Two or more numbers are said to be prime to each other when they have no common integral factor. The numbers themselves may or may not be prime numbers. Thus 8 and 15 are prime to each other.

$$2. \quad 7 \cdot 9 + 8 \cdot 8 = 15 \cdot 17; \quad 15 \cdot 17 - 7 \cdot 9 = 135 - 63 = 72$$

∴ By adding 8 to both terms of 7-9 the value is increased 16-153.

3. Four and seven-tenths; four hundred five thousandths; two hundred and two-hundredths; four hundred six and sixteen-thousandths; and eighty-nine and four thousand six ten-millionths.

$$4. \quad (24 \text{ gal. } 3 \text{ qt. } 1 \text{ pt.}) \div 3 \cdot 5 = (24 \text{ gal. } 3 \text{ qt. } 1 \text{ pt.}) \times 5 \cdot 3$$

$$124 \text{ gal. } 1 \text{ qt. } 1 \text{ pt.} \quad 41 \text{ gal. } 1 \text{ qt. } 1 \frac{2}{3} \text{ pt.}$$

3

5. Suppose that the chalk-boxes are arranged in the box, so that their length, width, and height correspond with the length, width, and height of the box.

Since the box is 48 inches long and the chalk-boxes are 8 inches long, then 6 can be placed end to end in the length of the box.

(Remark.—In this example the chalk-boxes may be placed in each of several positions and completely fill the box.)

Since the box is 12 inches wide, and the chalk-boxes are 4 inches wide then 3 boxes would cover the width of the box.

Hence, 3 rows of 6 boxes each, equaling 18 boxes, would make one layer, in the bottom of the box.

Since the box is 24 inches deep and the chalk-boxes are 3 inches high, then 8 layers of chalk-boxes would fill the box.

Since 1 layer = 18 boxes.

8 layers = 18 boxes  $\times$  8 = 144 boxes.

6.  $B \ 520 = B \ 100$  per cent.

$$\begin{cases} A & A \\ D \ 364 = D \ (2) - ? \\ P \ (1) - ? & R \ (3) - ? \end{cases}$$

(1)  $520 - 364 = 156$  (percentage.)

(2) 100 per cent.  $\times 364 \div 520 = 70$  (diff. per cent.)

(3) 100 per cent.  $- 70$  per cent. = 30 per cent. rate.

7.  $A - P = \text{interest}$ .

$\therefore \$862 - \$840 = \$22$ .

Since  $P \times R \times T = \text{interest}$ .

$$T = \frac{\text{Interest.}}{P \times R.}$$

$$\therefore T = \frac{22}{840} \times .05 = \frac{11}{21} \text{ yr.} = 6 \text{ mo. } 8 \text{ da. } +$$

8. (1) Find the present worth of the note.

$\$840 \div 1.03 = \$815.534$  (nearly.)

(2) He paid 90 per cent of its present worth.

$\$815.534 \times .90 = \$733.98 +$

9. A's capital, 5000

B's capital, 2500

C's capital, 3500

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Total, 11000

$\therefore$  A's share of profits = 10-22 of \$2000 = 909.09 +

B's share of profits = 5-22 of \$2000 = 454.54 +

C's share of profits = 7-22 of \$2000 = 636.36 +

10.  $(20 \text{ ft.} + 16 \text{ ft.}) \times 2 = 72 \text{ ft.}$ , perimeter of room.

$$\frac{72 \times 12}{9} = 96, \text{ No. sq. yd. in walls.}$$

$8 \times \frac{1}{2} = 4$ , No. sq. yd. in one bolt.

$96 \div 4 = 24$ , No. of bolts.

$\$.30 \times 24 = \$7.20$ ; or,

$$\frac{\$.30 \times 72 \times 12 \times 2}{9 \times 8 \times 1} = \$7.20.$$

## GRAMMAR.—I.

| <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i>  |
|------------------|---------------------|----------------------|
| Little,          | Less,               | Least.               |
| Nigh,            | Nigher,             | Nighest, or nearest. |
| Late,            | Later,              | Latest, or last.     |
| Up,              | Upper,              | Upmost.              |
| Disgraceful,     | More disgraceful,   | Most disgraceful.    |

2. Potatoes, staffs or staves, chimneys, cargoes, focuses or foci.

3. (a) Who, which, and what. (b) *Who* is applied to person, and asks for the name; *which* is applied to persons and things, and asks for the individual; *what* is applied to persons and things, and asks for the condition or quality of the object enquired for.

4. If I am learning.  
If thou art learning.  
If he is learning.  
If we are learning.  
If you are learning.  
If they are learning.

5. This sentence is *without doubt* an answer to the fifth question.

6. *It* is a personal pronoun, third, singular, neuter, nominative, and subject of the verb *is*. *Such* is a limiting (monomial) adjective used as a noun, third, plural, common, objective, and governed by the preposition *for*. Or it may be parsed as a limiting adjective limiting *persons* understood.

7. *We* is a personal pronoun, first, plural, common, nominative, and subject of the verb *are* understood.

*To criticise* is a verb, regular, active, transitive, infinitive, present, used as a noun, third, singular, neuter, nominative, and in apposition with *it*, or subject of *is*.

8. *It* is a personal pronoun, third, singular, common, objective and subject of *to be*. *Me* is a personal pronoun, first, singular, common, objective, predicate objective of *to be*.

9. The apples taste *sweet*. The word *sweet* denotes a quality of the apples, not the manner of action of taste, and hence, should be in the form of an adjective, not an adverb.

10. A civilized people has no right to violate *its* solemn obligations. *To violate* is an infinitive, etc., used as a noun in the objective case in apposition with *right*, or used as an adjective modifying *right*.

HISTORY.—I. James (or Jacques) Cartier, a French navigator, in two expeditions, in 1534–35, discovered and quite thoroughly explored the waters about the Gulf of St. Lawrence in his second voyage, ascending the river of that name as far as to the site of Montreal.

2. John Smith who was born in England, 1579, and died in London, 1631, was distinguished as a soldier and a public man before he came to this country, in 1606. He prominently assisted in the first permanent settlement of the English in the new world, at Jamestown, Va., in 1607. Afterward he explored the Chesapeake, and some years later, he explored the New England

coast, from the Penobscot to Cape Cod, and in 1614, made a map of the country. Tradition tells of the saving of Smith's life by the heroic Pocahontas. Smith wrote the first American book.

3. In 1651, when Cromwell was captain-general of the parliamentary forces and virtual dictator, the long parliament passed a Navigation Act, prohibiting importation of goods into British territories, except in ships owned and manned by English subjects. This legislation was confirmed after the restoration in the twelfth year of Charles II., and, variously modified, continued in force until June, 1840. The bearing of this act upon our early colonial commerce is very obvious. Its influence was most mischievous.

4. The fears of King Philip and other Indian chiefs, who saw their lands occupied and their liberties lessened, by the increase and encroachments of the whites, led to a league among almost all the tribes which precipitated them, under the leadership of Philip, upon the New England towns. Great destruction of life and property took place. It was in this war (1675-6), that William Goffe, one of the regicides, is said to have appeared in the town of Hadley, delivered it from an Indian attack, and then disappeared as suddenly and mysteriously as he came.

5. Rhode Island was a self-governing democracy, with very slight supervision by the English sovereign, upon land given by the Narragansett Indians, and under a charter granted in 1644, confirmed by Charles II. in 1663, and continued in force by the people themselves until 1842.

6. Rhode Island and Maryland were alike, as colonies, in their establishment of religious toleration and freedom, although these were more complete and comprehensive in Rhode Island.

7. It may be difficult to name distinct causes of such a movement as the American revolution, but the colonists urged that they were (1) taxed without representation; (2) annoyed by irritating forms and excessive demands in taxation; (3) unnecessarily and tyrannically interfered with in their proper self-government, by royal governors and otherwise; (4) interfered with in their trade and commerce by arbitrary navigation acts and otherwise; (5) denied all redress of grievances, in answer to their humble and respectful petitions.

8. General Thomas Gage was, in 1763, appointed commander of the British troops in America, and in 1764, royal governor of Massachusetts. It was to him the Boston boys complained of interference with their plays and playgrounds by the royal soldiers. His searches for the military stores of the people at Concord led to the battle of Lexington, "the first explosion of the revolution." He also directed the British at the battle of Bunker Hill. He was recalled in 1775.

9. In December, 1777, General Washington, retiring from Philadelphia before General Howe, established the winter-quarters of his army at Valley Forge, on the banks of the Schuylkill, twenty miles from the city. The troops suffered severely, from want of food, clothing, and shelter. The number was reduced from 45,000 to 20,000. There were no blankets; the sick lay upon the bare ground, as even straw could not be had; many were without shoes, and tracked the snow with their bleeding feet, as they brought scant



food into their ragged camp upon rude hand-carts. One cause of the suffering was the worthlessness of such money as they had.

10. In October, 1781, Lord Cornwallis, occupying a fortified position at Yorktown, was invested by the French fleet under De Grasse, and the land forces by Washington. After an assault by Washington, and an unsuccessful sortie by the British, on the 17th Cornwallis proposed to surrender. The capitulation was arranged the next day, and on the day following, was carried into effect. More than 8,000 prisoners laid down their arms. It was "the beginning of the end." On hearing the news, Lord North exclaimed: "It is all over."

L. M.

**PHYSIOLOGY.—1.** A tooth is composed of a substance similar to bone, the harder of which, covering the exposed part of the tooth, is called enamel; the softer portion, forming the body, neck and roots, or fangs, is called ivory or dentine. The roots, covered by a thin layer of true bone, are planted firmly in the jaw, and have at their points small openings through which nerves and blood-vessels enter a hollow interior for the purpose of supplying life and nutriment till the tooth reaches maturity. Then the most of the blood-vessels have decayed. The form of the tooth depends upon the use to which it is to be put.

2. The material composing bone is of two kinds—animal and mineral. The former gives elasticity; the latter, firmness. In old persons the mineral predominates, taking away the toughness and rendering them more brittle, and therefore more easily broken.

3. (1) The turning of the feet out makes a broader base for the body to rest upon. The broader the base the firmer the support. (2) The feet are thus kept out of each other's way.

4. Because the bones and muscles surrounding the chest and abdomen are thus forced into an unnatural position, thereby cramping the organs contained within them, compressing the blood-vessels that supply them with nutriment, and thus interfering with a free and healthy discharge of their functions.

5. To carry to all parts of the body a nourishing material that will support vitality and stimulate activity, and to remove worn-out particles to points whence they can be discharged from the system, or worked over for further use.

6. Each contraction of the left ventricle of the heart sets in motion a small wave of blood that strikes against and expands the walls of the arteries. Each expansion is called a "beat" of the pulse.

7. A sensory nerve begins in the outer part of the body and ends in the central portion of the nervous system. It serves the purpose of carrying impressions to the brain.

8. Respiration consists, essentially, in taking in oxygen and giving off carbonic acid, these two acts being the first and last links in a long series taking place in all parts of the body. It prepares the blood for use in the body.

9. Ice-water should not be drunk freely, because it lowers the temperature of the stomach so much as to paralyze its action.

10. (1) After the school has been in session a few minutes and the necessary

temperature is secured, lower the windows at the top to permit the warm, impure air to pass out and fresh air to enter. If the pupils sit near the windows, it is better to lower several windows a little than to lower one or two sufficiently to permit currents of cold air to strike pupils. If there is a window near the stove, and at some distance from the pupils, its lower sash may be raised. (2) When there is wind, lower the windows on the opposite side of the room. It is as important to protect pupils from currents of cold air as to protect them from the breathing of impure air.

**THEORY AND PRACTICE.—1.** The two most important characteristics of a good question are clearness and definiteness. A question should be clearly expressed, and it should require a definite answer.

2. (1) The first advantage of pronouncing the syllables in oral spelling, is the teaching of their pronunciation, and through them the accurate pronunciation of the word which they compose. To this end, the syllables must be pronounced separately precisely as they are pronounced when the word is spoken. (2) The second advantage of pronouncing the syllables is the vocal drill thus secured.

3. I would first create a sentiment in my school against tardiness, and an ambition to be punctual. If necessary, I would have tardy pupils write their names on slate or blackboard as they enter, and then remain after school, to make proper explanation and see the record of their tardiness transferred from slate or board to the record-book.

4. (1) Pupils should know why they are punished, that they may repent of their wrong doing, and determine to avoid its repetition, thus realizing the first object of punishment—the reformation of the wrong doer. (2) If a pupil realizes the necessity of his punishment, he will be more likely to see its justice, and as a consequence, entertain right feelings toward the teacher.

5. (1) Instruction in both matter and method should be adapted to the capacity of the taught. (2) The concrete should be taught before the abstract, and, when practicable, the abstract should be taught *through* the concrete. (3) The understanding of a definition or principle should generally precede the memorizing of its verbal expression—"understanding before memory." (4) Processes should be taught before rules, and, when practicable, rules should be taught *through* processes.

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J. W. Williams, superintendent of the Rochester schools, was recently arrested by Mr. C. Hoover, a leading citizen of Rochester, for punishing a pupil, till marks were left upon his person. On the day set for trial the case was dismissed, but it is understood that it will be renewed in the Circuit Court. From what we can learn from newspaper articles and private correspondence, the boy was not unreasonably punished, but owing to the tenderness of his skin, he was unreasonably marked. It is a well known fact that it takes but a slight blow to discolor the flesh of certain individuals.

## INDIANA STATE TEACHERS' ASSOCIATION.

Programme for the Twenty-fifth Annual Meeting of the Indiana State Teachers' Association, to be held in Masonic Hall, Indianapolis, December 29, 30, and 31, 1879.

## MONDAY EVENING, DECEMBER 29.

- 7:30. 1. Music. 2. Opening prayer. 3. Address of Welcome—Hon. T. A. Hendricks. 4. Response by the retiring President, John M. Bloss, Superintendent City Schools, Evansville. 5. Inaugural Address by the President elect, J. T. Merrill, Superintendent City Schools, Lafayette. 6. Appointment of Committees and Miscellaneous Business.

## TUESDAY MORNING, DECEMBER 30.

- 9:30. 1. Opening Exercises. 2. Paper—"Thoroughness in School Work," Warren Darst, Associate Principal, Central Indiana Normal School, Ladoga. 3. Discussion of Paper opened by D. W. Thomas, Superintendent City Schools, Wabash; and Rev. W. R. Halstead, President De Pauw Female College, New Albany.

*Recess.*

- 10:45. 4. Paper—"Teaching as a Profession," by Mrs. Emma Mont. McRae, Principal High School, Muncie. 5. Discussion opened by Miss Belle Fleming, of Vincennes High School. 6. Miscellaneous Business.

## AFTERNOON SESSION.

- 2:00. 1. Music. 2. Paper—"Science in Elementary Schools," S. E. Miller, Superintendent City Schools, Michigan City. 3. Discussion of Paper opened by Prof. John C. Ridpath, of Asbury University, Greencastle; and Michael Seiler, Superintendent Knightstown Schools.

*Recess.*

- 3:10. 4. Paper—"Woman's Place in Our School Work," Miss Alice E. Brown, Teacher of Mathematics, Lafayette High School. 5. Discussion of Paper by Mrs Lizzie S. Byers, of the Terre Haute High School; and J. H. Madden, Superintendent of Bedford Schools. 6. Appointment of Committee on Nomination of Officers.

## EVENING SESSION.

- 7:30. 1. Music. 2. Miscellaneous Business. 3. Lecture—"An Evening in Wonderland; or, The Yellowstone National Park," illustrated by the Calcium Light Stereopticon, Prof. William I. Marshall, Fitchburg, Mass.

## WEDNESDAY MORNING, DECEMBER 31.

- 9:00. 1. Opening Exercises. 2. "Defects in Our State School System," by A. D. Mohler, Superintendent Lagrange Schools. 3. Discussion opened by A. C. Goodwin, County Superintendent Clark County; and R. I. Hamilton, Superintendent Madison County.
- 10:30. 4. Paper—"Elements of Success in Mental Training," by Mrs. M. M. Lindley, Principal Female High School, New Albany. 5. Discussion of Paper opened by Miss N. Cropsey, Superintendent Primary Instruction, Indianapolis Schools; and Prof. John Coulter, Wabash College. 6. Poem—"Let There Be Light"—written for the occasion, by J. R. Weathers, Principal First Ward School, New Albany.

## AFTERNOON SESSION.

- 2:00. 1. Music. 2. Report of Committee on Nomination of Officers. 3. Paper—"Optional Studies in Public Schools," J. B. Roberts, Principal Indianapolis High School. 4. Discussion of Paper opened by Dr. George A. Chase, Principal Female High School, Louisville, Ky. and W. T. Fry, Superintendent Crawfordsville Schools.
- 3:30. 5. Address—"Moral Training in Schools," Lemuel Moss, D. D., President Indiana State University, Bloomington. 6. Memorial Address on the late Prof. Caleb Mills, by Dr. Joseph F. Tuttle, President Wabash College. 7. Resolutions and Remarks, by Members of the Association. 8. Reports of Committees. 9. Miscellaneous Business.

The leading papers will be short, and ample time will be given for a full discussion of each subject. Gentlemen who lead in the discussions will be limited to *ten* minutes. They are expected to come before the Association without manuscript. The Committee aim to make the discussions of papers, *indeed*, general.

The Music will be under the direction of Prof. George B. Loomis, Superintendent Music, Indianapolis Schools.

## SPECIAL RAILROAD RATES.

The J. M. & I. R. R., including the Cambridge and Madison branches, the St. L., T. H. & I. (Vandalia Line), and the I. & St. L. will sell tickets at full fare going, and return *free*, on presentation of certificate, signed by the Secretary of the Association.

The Indianapolis, Cincinnati and Lafayette; the Indianapolis, Peru and Chicago; the Indianapolis and Vincennes; and the Pittsburg, Cincinnati and St. Louis (Pan Handle) Railroads, will sell Excursion Tickets at one and one-fifth ( $1\frac{1}{5}$ ) fare; or, about four cents per mile. Teachers living on these lines, to get the benefit of the reduced rates, must procure certificates of J. M. Olcott, Indianapolis, and purchase round-trip tickets before starting.

The Fort Wayne, Muncie and Cincinnati Railroad will sell round-trip tickets at one fare and fifty cents additional.

The Cincinnati, Hamilton and Dayton, and the Cleveland, Columbus, Cincinnati and Indianapolis Railroads will return delegates at *one cent* per mile. Return certificates obtained at the Association.

The Ohio and Mississippi Railroad will sell Excursion Tickets to diverging points at one and one-third ( $1\frac{1}{3}$ ) fare, on presentation of certificates, to be obtained of J. M. Olcott, *before starting from home*.

The Louisville, New Albany and Chicago, and the Evansville and Terre Haute Railroads will sell *Round-trip* tickets at one fare.

The Fort Wayne, Jackson and Saginaw Railroad will sell round-trip tickets at two cents per mile each way. Tickets to be purchased before starting.

#### HOTEL RATES.

Members will be entertained at the following rates: Grand Hotel, \$2.00 per day; Bates House, \$2.00; Occidental, \$1.50; Remy House, \$1.50; Sherman House, \$1.50; Enterprise Hotel, \$1.00; Capital House, \$1.00  
H. B. JACOBS, Chairman Ex. Com., New Albany.

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#### THE INDIANA COLLEGE ASSOCIATION.

The next meeting of the Indiana College Association will take place in Indianapolis, on Friday and Saturday, December 26 and 27 proximo. The sessions will be held in the First Baptist Church, corner of Pennsylvania and New York streets, and will begin at 1:30 P. M. on Friday. The Association is in excellent condition, and a meeting of great interest is anticipated. Nearly all the colleges in the State are embraced in the organization. The extraordinary success of last winter's meeting gives assurance of still better things to come. The programme presented for the ensuing session, is as follows:

#### FRIDAY AFTERNOON, DECEMBER 26.

- 1:30. American College Degrees—W. T. Stott, D. D., President of Franklin College. Discussion of Subject by A. R. Benton, LL. D., Professor of Mental and Moral Science, Butler University; and Alexander Martin, LL. D., President of Asbury University.
- 2:45. Comparative Playfulness—Joseph Moore, President of Earlham College. Discussion of Subject by J. M. Coulter, A. M., Professor of Natural Science, Wabash College; and J. A. Beattie, A. M., President of Bedford College.
- 7:45. President's Address—Lemuel Moss, D. D., President of Indiana University. Appointment of Committees and transaction of Irregular Business.

SATURDAY MORNING, DECEMBER 27.

7:00 Differentiation in the Higher Education—E. E. White, LL. D., President of Purdue University. Discussion of Subject by Joseph F. Tuttle, D. D., President of Wabash College; and D. W. Fisher, D. D., President of Hanover College.

10:30: Reports of Committees and Election of Officers for the ensuing year.

All friends of the higher education in our State are cordially invited to be present at the sessions of our body. JOHN C. RIDPATH, Secretary.

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### COUNTY INSTITUTES.

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KOSCIUSKO COUNTY.—Our county institute was a complete success. Over two hundred and fifty persons were in attendance, and two hundred teachers were enrolled. The following persons from a distance helped us: President Moss, of the State University; W. A. Bell, of the School Journal; F. A. Clancy, the popular elocutionist; D. Moury, superintendent of Elkhart county; and the good-looking agents—B. Wilson Smith, J. M. Olcott, and E. M. Chaplin. Our home workers did most noble service. The Monday evening lecture by President Moss, upon Liberal Education, was well received; and, in short, it could not fail to please so intelligent a class of teachers and people. It was a worthy product of a great mind. The lecture of W. A. Bell, upon Young America and His Sister, gained universal praise. One man said: "It was worth five dollars to me." The work of F. A. Clancy was an exception to the common institute-elocutionary—Wind-bag-in-convulsions work. In short, all of our workers did themselves and us justice. W. Van Wymer was secretary, and C. P. Hodge, assisted the county superintendent, in conducting the exercises.

F. MCALPINE, Superintendent.

DEKALB COUNTY.—The DeKalb County Teachers' Institute convened at Garrett, November 10, Supt. McIntosh presiding. Enrollment, 146. The work was done principally by home teachers, but was practical. The object of all was improvement in the method of teaching in country schools. The teachers of the several schools were all present, except the principal and one or two of the assistant teachers of the Auburn schools, and the principal of the Waterloo schools. The home teachers were, Supt. McIntosh, C. A. Fyke, J. S. Otis, T. H. Shoub, A. M. Strong, C. M. Merica, and Misses Daniels, Zeigler, Shoub, and Clark. Cyrus Smith, of Jackson, Michigan, and A. C. Shortridge, of Indianapolis, were with us a short time, and rendered valuable assistance. Dr. Sherman and Rev. I. A. Madden, of Garrett, each delivered a very practical lecture, and Miss A.

Baxter read an excellent essay. The evening lectures and entertainments were good, especially the eloquent address by W. L. Penfield, of Auburn. Among the resolutions passed, was one heartily favoring a graded system in our country schools; another asking the trustees not to adopt uniformity of wages, but to pay teachers in proportion to their professional work; another lamenting the death of Mr. James McOscar and Mr. Joseph Hall, both active teachers. Supt. McIntosh, by his untiring effort to make the institute a pleasant and profitable one, and by the able manner in which he has discharged the duties of his office, has won the respect and confidence of all interested in the progress of the schools. C. M. MERICA.

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THE STATE UNIVERSITY.—The trustees have just concluded their semi-annual meeting, and were in session a week. They visited the recitation rooms and made careful observation of the manner and method of the several professors. The best of it is, we have a Board of Trustees that can do this kind of work intelligently. Their visits were prized alike by teachers and students. Our library and apparatus are constantly increasing. Already very respectable in quantity and excellent in quality, they are becoming worthy of our position and efficient for our work. Our museum is superior, especially in its geological and mineralogical features. The zoological department will be rapidly enlarged, under the zeal and knowledge of Prof. Jordan. The trustees took action which will doubtless result in increasing our facilities and in adding to our educational strength, as well as in the further improvement of our grounds and buildings. We can speak more definitely of these things by and by. Our attendance this term, in the college classes, is 174—an increase of 18 over the attendance a year ago. There has been a corresponding increase in the number of preparatory students in the high school. The new college students, here for the first time, number 77, from eight States and thirty-one Indiana counties. The average age of these new men is nearly 19 years. One of our number, Mr. Eben D. Edson, died on Saturday morning, November 15, after a short illness. His disease was pneumonia. He was a member of the freshman class, from Mount Vernon, Posey county. This is the first death for several years among students in actual attendance. We welcomed two new professors this term. Prof. David S. Jordan, who succeeds Dr. Richard Owen in the chair of natural sciences, is well known as already eminent in his department of work. He has just been honored by the Smithsonian Institution by an appointment, to explore the coast waters of our Pacific Ocean, and report upon the fishes and marine animals of that region. Prof. John G. Newkirk, of New York—a graduate of Cornell and a college-mate of Prof. Jordan, takes the new chair of history. He is enjoying his work, and his students are thoroughly enjoying it, too. He gives every promise of being a strong and effective teacher. Mr. Richard A. Proctor, of London, the eminent astronomical writer and

lecturer, will deliver six lectures here in February. The dates are February 2, 3, 5, 6, 9, 10. There will be four lectures on the recent discoveries and speculations in astronomy, one on astrology, and one on the Great Pyramid. The teachers of the State, superintendents, and other school officers, and high school pupils, are very cordially invited to attend these lectures. It will be a rare opportunity, and quite worthy the requisite attention and effort of all who can be present.

**MAGNANIMOUS.**—Prof. William Borden, of New Providence, Clark county, has offered to build a \$4,000 school house for New Providence, and present the same to the township, on condition that the township should agree to keep up a nine months' school; or, he agrees to give \$400 down and \$100 annually for ten years, in order to secure a good school house and good school at New Providence. Here is a man who has no children, prompted by his love of the children, offering to do a noble work, and if the people of New Providence do not second his efforts, they will be irredeemably disgraced.

**OHIO COUNTY.**—Thus far our township institutes have been better than ever before. Monthly examinations are held one week before institute day; the papers are graded, the grades are marked on the manuscripts, and questions and manuscripts are taken to the institute. In this way we bring the work of all the schools of a township together. Results—more enthusiasm on the part of teachers and pupils, more system in the work, more independent thought by the pupils, better questions, and a better understanding of the working of our school system by parents.

J. H. PATE, Superintendent.

**FRANKFORT.**—The Frankfort schools are on the up grade. There has been a constant increase in both the enrollment and daily attendance for the past five years. For the month of October the per cent. of attendance and the average number belonging was 99. The school library now amounts to 600 volumes. R. G. Boone, the superintendent, is the moving power, and his efforts are heartily seconded by the board and the people.

James Noblitt, superintendent of Paoli county, gave to each teacher a copy of the enumeration of his district, with instruction to note just who send to school and who do not, and report at the end of the term. The object is to find out those who neglect school privileges, and then take some means to correct the fault. A good idea.

The Trafalgar school, under the control of Roseberry and Hodgins, opened out *full*, and the cry is, "more room."

**WESTFIELD.**—John Pennington is still making the Westfield school "prosperous." The school has enjoyed a good reputation for years.

A tri-state teachers' association for Michigan, Ohio, and Indiana is to be held at Toledo, December 6.



**DELAWARE COUNTY.**—The Muncie Times recently contained an article by "A Citizen," in which it was stated that the country schools were never before in so good order as at present, and attributes the improvement largely to the efficiency of County Supt. Clancy. Mr. Clancy makes a success of whatever he undertakes. It is to be hoped he will be liberally supported by his Commissioners.

**KNOX COUNTY.**—The Knox County Institute (no report of which was sent to the Journal) was large and more regular than ever before. The county schools are fuller than ever before, and are generally in good condition. The county superintendent is E. B. Milam.

**LOGANSPORT.**—Report for October enrolled, 1,511; belonging, 1,414; attendance, 1,334; per cent. of attendance, 94.4; number tardy, 83; visits to schools, 208. This shows an increase of 165 in daily attendance over the corresponding month of last year, and improvement in other regards. J. K. Walts is superintendent.

**HOLIDAYS.**—Thanksgiving day, Christmas, and New Year are regarded as National Holidays, and we are glad to note that trustees and school boards in many instances allow these days to teachers, but teachers can not *demand* the days, unless so specified in the contract.

**UNION CHRISTIAN COLLEGE** at Merom is reported in excellent working order with an increased number of students. Rev. T. C. Smith is president.

The Central Ohio Teachers' Association, which met at Columbus, October 25 and 26, was attended by more than 400 teachers, and was enthusiastic.

The Michigan State Teachers' Association will meet at Lansing, December 29, 30, and 31.

Miss E. F. Ware, of Milton, Mass., has undertaken to teach school at long range. The plan is to give instruction by means of weekly correspondence. The pupils state difficulties and submit work for criticism, and the teacher criticises, answers questions, makes suggestions, etc. This plan is said to have succeeded in England.

John P. Mather, superintendent of the Dublin schools, has organized a course of lectures, and enough season tickets have been sold to insure success. A new organ and reference books are the monetary end in view.

Teachers can obtain a copy of the Scholars Companion *free*, by sending their names to E. L. Kellogg & Co., 17 Warren street, New York.

## PERSONAL.

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J. P. Dolan is principal at Syracuse.

L. S. Gibson is principal at Leesburg.

W. J. Spear has the Pierceton schools.

F. W. Reubelt still has charge of the Noblesville schools.

Valois Butler is directing the mental pyrotechnics at Silver Lake.

M. L. Moody, formerly of this State, is now at Fredonia, Kansas.

W. H. Wheeler continues to superintend the Warsaw schools with credit and acceptance.

W. L. Mathews, formerly superintendent of Kosciusko county, is principal of the school at Etna Green.

W. E. Netherton has been appointed superintendent of Pulaski county in place of R. L. Marshman, resigned.

Miss Asenath Cox is superintendent of the Paoli schools. She is maintaining the high standard of the schools.

Miss Alma C. Parsons, an Indianapolis teacher, has been elected principal of one of the district schools in Fort Wayne.

Daniel Hough has removed from Ann Arbor, Mich., back to his old home at Fountain City, in Wayne county. At last reports his health was slightly improved.

W. B. Maddock, superintendent of Benton county, has retired from the editorial business, and now devotes himself exclusively to the schools, which are rapidly improving.

W. F. Harper, the late principal of the Danville Normal School, whose mysterious absence most of last year caused not a little comment, is now engaged as an instructor in a normal school at Fort Scott, Kansas.

W. H. Bass and Jennie Mc.Wood, both teachers in good standing in the Indianapolis schools, recently improved a short vacation in getting married. Their regular work was not interfered with in the least, but rather improved. A hint.

C. W. Bennett, formerly of this State, is now doing his sixth year's work as superintendent of the Piqua, Ohio, schools, with 26 teachers and nearly 1,100 pupils under his direction. Mr. Bennett is kindly remembered by many of his Indiana friends.

L. D. Brown, who succeeded Alston Ellis as superintendent at Hamilton, Ohio, has just published a report of the schools, which shows them to be in good condition.

A. C. Goodwin, superintendent of Clark county, sustains a good educational column in the Clark County Record. His abstract of monthly reports shows good work and good results.

C. P. Hodge, formerly superintendent of the Warsaw schools, but for two or three years past editor of a county paper, is again in the field. He has charge of the schools at Milford.

T. V. Dodd, a graduate of Moore's Hill College, an excellent teacher and a gentleman of high standing, was elected to fill the vacancy in the Madison schools, occasioned by the retirement of Miss Kendall.

John P. Mather, of the Dublin schools, improved Thanksgiving day by getting married. His bride is Miss Eva Hough, daughter of Daniel Hough, so well known to many of our readers. Mr. Mather is a young man of character and promise, and his wife is a lady of very much more than ordinary culture and ability.

Miss Emma E. Jordan, formerly an Indianapolis teacher, has, for the last two or three years, been engaged as teacher in a school for colored people at Selma, Ala. We are glad to learn that the school in which she is working is large and still growing in size and usefulness. She and those associated with her in the good work have the congratulations of the Journal.

N. C. Dougherty, superintendent of the Peoria (Ill.) schools has gotten into a "peck of trouble." A member of the school board has preferred charges against him, accusing him of falsehood, duplicity, etc., in that he claimed to have been offered the superintendency of the schools of several large cities, and the presidency of a normal school, and that he was a republican with republicans and a democrat with democrats, that he was a teetotaler with temperance people and would sometimes drink beer and wine, that he had written and published a defense of himself and attributed it to "a school inspector." The "fuss" is an ugly one. A committee of investigation has been appointed, an attorney employed on each side, the papers are full of it, and everybody talking of it. Whether the charges are sustained or not, it seems evident that Mr. Dougherty's usefulness is at an end in Peoria.

Miss Frank Kendall, we learn from a newspaper item, has lost her place in the Madison schools. The item simply states that two of the three trustees voted for her retirement, while the other member protested; it also stated that there was a division of public sentiment in regard to the matter. Miss Kendall has been principal of one of the large district schools for many years, and in the absence of a superintendent, has largely managed the city schools, except the high school. She is a woman of very much more than ordinary ability, radical in many of her ideas, and persistent in whatever she undertakes.

She is such a person as will always have warm friends and ~~warm~~ enemies. Miss Kendall, it will be remembered, is the person who created such an excitement in the Southern Indiana Teachers' Association, held at New Albany, by reading a paper in which she opposed public high schools.

The Rev. Jacob Abbott, who died at his home in Farmington, Maine, Oct. 31, was a prolific and popular author of juvenile works. He wrote over two hundred volumes of this class of works, and in their day they ranked among the best. Many middle-aged persons can remember the pleasure with which, when young, they read his "Rollo books," and though somewhat superseded by more modern productions, they are still popular with young readers, and deservedly so. Mr. Abbott was the author of many other works of a similar class, all breathing a healthy moral tone, and conveying instruction as well as giving pleasure to the young. His sole purpose in writing seemed to be to make people better, and he devoted himself almost exclusively to the young. It is said that, notwithstanding the great number of his works, he never wrote a sentence that either he or his best friends could wish to recall. He was born in 1803, graduated at Bowdoin College, studied divinity, and passed most of his life in the ministry. He was a brother of the Rev. John S. C. Abbott, also a very prolific author in a different line of literature. Lyman Abbott, associate editor with Henry Ward Beecher of the Christian Union, is his son.

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## BOOK TABLE.

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THE AMERICAN ANTIQUARIAN, an Illustrated Quarterly Journal devoted to Early American History, Ethnology and Archæology; edited by Rev. S. D. Peet, Clinton, Wisconsin. Published by Jameson & Morse, 164 Clark St., Chicago, Ill. Price, \$3 per annum.

This Magazine is devoted to a very interesting subject. It is well known that there are many evidences of an ancient occupation of this continent, by a people whose history has always been enveloped in great mystery. New facts are, however, constantly coming to light which, though strange and mysterious, are calculated to reveal something of the prehistoric condition of America. The object of the American Antiquarian is to so collect facts and direct inquiry that this obscure history of our country, shall be made known and the problem of man be ultimately solved.

ELEMENT OF ART CRITICISMS, for use in schools. By G. W. Samson, D. D., President of Columbian College, Washington, D. C. Philadelphia: J. B. Lippincott & Co.

This work on Art Criticism seems one of great value. It is useful to the artist, valuable to amateurs, and invaluable to the intelligent reader. As expressed in the thought of the author, it is more important for unprofessional students and young people to know how to appreciate art in others than to gain power in art for themselves. It deals largely with the principles of art,

and refers often to the philosophy of Plato, who, ignorant of the practice, was master of the theory of art, viz., that beauty has its foundation in the suitability of means to an end; that moral beauty, as in Socrates, is superior to the Greek æsthetic type. In treating of the relations of art as addressed to the eye and ear, the author says "waves producing colors pleasing in juxtaposition are found to be of a breadth kindred in their proportions to air-waves, pleasantly affecting the ear. There is a coincidence between the impressions of sight and sound." There is an interesting chapter on the class of impressions produced on men by various works of art; also, a mention of the influence of intellectual progress, and of science on art, shown by the fact that with the appearance of great masters came not only great generals, but great discoverers in the sciences and art. The discourse on the proper use of terms as applied to descriptions of works of art is of value. We read that *superb* should be applied to color, *grand* to form, *noble* to material used. The chapter on engraving is full of historical interest. It treats of architecture from the caves of Troglodites through dwellings that served the physical needs of men up to grand St. Peter's, which supplies the æsthetic and religious wants. The treatise on color is of equal importance to workers or observers in art. The various art schools comprising both sculpture and painting, their development and their masters are sufficiently treated to give the reader a general idea of their existence and a desire to learn more.

*Scribner's Monthly* for November was exhausted, though the issue was 100,000, and a second edition of several thousand became necessary.

Charles Scribner's Sons have just published "Letters of Charles Dickens," edited by his sister-in-law, Miss Hogarth, and his eldest daughter, Miss Dickens. These letters have never before been published, and will be highly appreciated by Mr. Dickens's friends.

*St. Nicholas* for December is more attractive if possible than ever before. It has been for years the prince of magazines for boys and girls, and it is now still further permanently enlarged and improved. Scribner & Co., of New York are sparing no pains and no money to make the *St. Nicholas* the leading paper of its class in the world.

*The Semi-Weekly Inter-Ocean*, published at Chicago, is one of the best metropolitan papers published in this country, and devotes more space to educational matters than any other general newspaper in the land, so far as we can learn. We know of no other paper of its class so well suited to the wants of teachers.

*The Wide Awake*, published by D. Lothrop & Co., Boston, is the best \$2 magazine for boys and girls in this country. It is beautifully and extensively illustrated, and it numbers among its contributors some of the ablest writers in this country:

## BUSINESS NOTICES.

**Lucius B. Swift, Attorney at Law,** Room 2 Hubbard Block, corner Washington and Meridian streets, Indianapolis, Ind. 10-21

McRae's School Records, embracing the School Register, Superintendent's Register, Reports of Pupils, Blank Monthly Reports, etc., are all ruled by Metric System. Prepaid sample of School Register, 67 cents. Address Metric Depository, Muncie, Indiana. 11

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**TO TEACHERS AND SCHOOL TRUSTEES.**—The Schedler School Globes and Maps, Steiger's Kindergarten Material for Schools and Families, Kiddle & Schem's Encyclopedia of Education, Steiger's German, Latin, and French Series, and other valuable Educational Appliances, may hereafter be secured on the same terms as at New York, by addressing J. M. OLCOTT, Ag't, 11-1f 36 E. Market St., Indianapolis.

**MIAMI COMMERCIAL COLLEGE, DAYTON, O.**—From John Hancock, L. L. D., Superintendent of the Public Schools of Dayton O.

DAYTON, O., Oct. 4, 1879.

Mr. A. D. Wilt is an educator of a deservedly high reputation. He is also a gentleman of thorough integrity, and what he promises he will perform.

The Miami Commercial College, of which Mr. Wilt is the principal, is among the very best schools of its class in the country, and I most heartily commend it to young men desirous of obtaining a sound mercantile education.

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Every teacher should not only read a good school journal—that as a matter of course—but he should read some good magazine for the sake of the best current literature. To encourage this, we have arranged a clubbing rate, so as to furnish the patrons of the Journal these papers at actual cost to us.

We will send the Journal with each of the following magazines or papers, at the prices annexed: Harper's Monthly, Weekly, or Bazar, Scribner's Monthly, the Atlantic; the price of each \$4, for \$4.60. St. Nicholas (price \$3), \$3.75; Wide Awake (\$2), \$2.85; Scientific American (\$3.20), \$4. Phrenological Journal (\$2.00), \$2.85.

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8-11 (1) Worthington, Franklin Co., O.

## IMPORTANT TO TEACHERS.

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8-17

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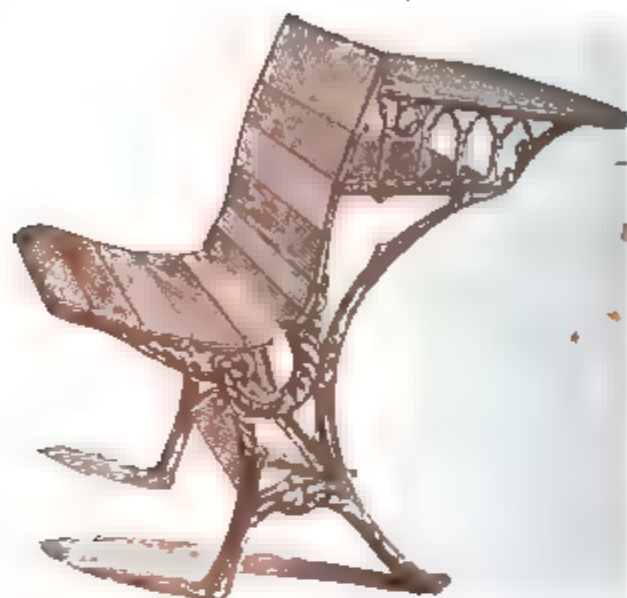
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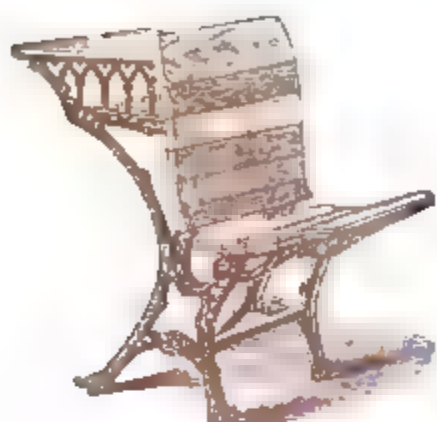
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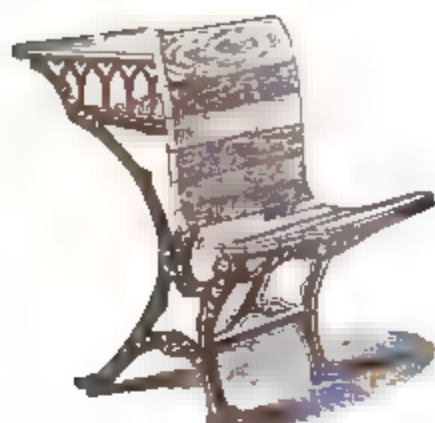
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# School Journal

ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

AND OF

The Superintendent of Public Instruction.

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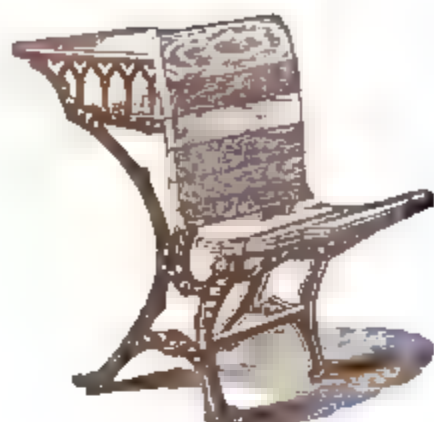


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INDIANA

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ORGAN OF THE

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The Superintendent of Public Instruction.

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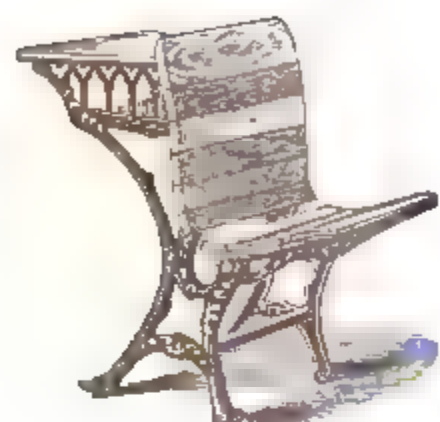
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Outside parties attribute our unparalleled success to these conveniences and advantages enumerated. Surely this can not be the case. Suppose every want of the student thus far be supplied, every convenience offered, let the students flock in and find the instruction to be of no avail, how soon would the school be a wreck! *The secret of the Normal is the earnest, practical work performed in the class room.* Those who attend the institution get value received for their money, and go forth living recommendations of the efficiency of the methods used.

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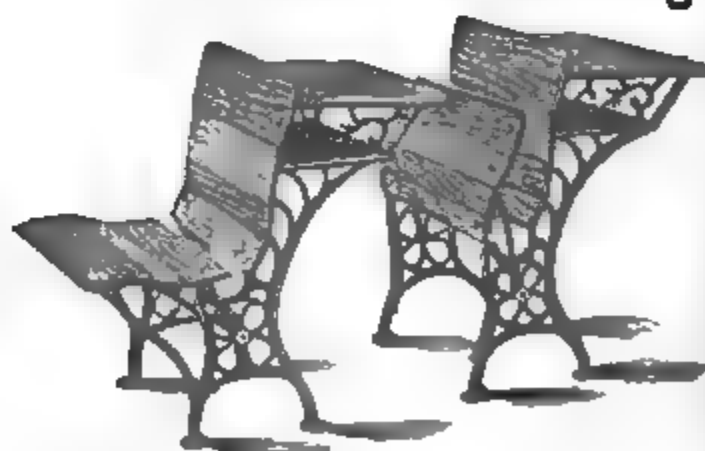
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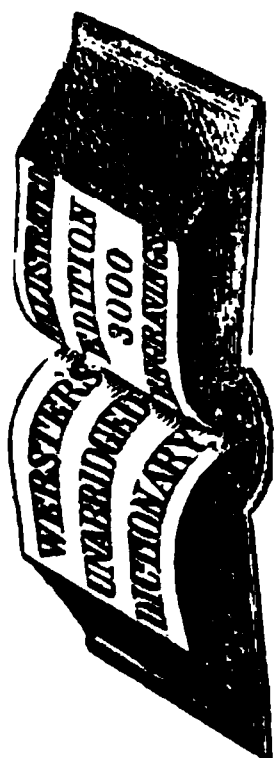
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| Bancroft,<br>Metley,<br>Fitz-Greene Halleck.<br>N. P. Willis, | Elihu Burritt,<br>Rufus Choate,<br>Smart,<br>Prescott, | George P. Marsh,<br>John G. Whittier,<br>John G. Saxe,<br>Daniel Webster, | J. G. Holland,<br>H. Coleridge,<br>Horace Mann,<br>Esra Abbott, |
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Besides the Libraries, Apparatus, and Cabinets, a Free Reading Room, supplied with the best current literature, is open daily.

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**8:15 P. M.** Kansas and Texas Special, has a Through Coach from Indianapolis via Danville, Decatur, Springfield, Jacksonville, Quincy and Hannibal, making no change of cars to Kansas, and but one change to points on Atchison, Topeka, and Santa Fe and Kansas Pacific Railway, and through the Indian Territory to Texas. No other line can offer this advantage.

**11:20 P. M.** Train has Reclining Chair Sleeping Car, with State Rooms, to Peoria, and reaches Galienburg, Burlington, Ottumwa, Rock Island, and Davenport in advance of other lines. This train also connects via Burlington or Rock Island for all points in Iowa, Nebraska and California, and via Bloomington for El Paso, Mendota, Dubuque, Sioux City, and Yankton, and all points in Northern Illinois, Iowa, and the Black Hills via Yankton and Ft. Pierre.

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JULY 19, 1878.

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# Normal School



## *Business Institute,* VALPARAISO, INDIANA.

This institution will open its

**24th SESSION APRIL 15th, 1879.**

Thus far the present year has been one of unusual prosperity, and at no previous time have the prospects for the future been so flattering.

The school is thoroughly organized, and by the laws of the state has recently been granted a

### **NEW CHARTER,**

embracing the following Departments: **Preparatory, Teachers', Business, Collegiate, Law, Medical, Engineering, Music, Fine Art, Phonographic, Telegraphic, and Review.**

### **ADVANTAGES NOT FOUND AT ANY OTHER SCHOOL.**

1. There are no vacations during the entire year.
2. New classes are organized not at the beginning only, but at different periods during the term. Others whose schools close before the regular opening of a term need lose no time. They can begin at any time, select their own studies and advance as rapidly as they may desire.
3. There are Beginning, Advanced Regular and Review classes in each branch every term.
4. Superior facilities for securing positions for those who complete any of the regular courses of study.

The school was established Sept. 16, 1873, with but 35 students in attendance. It is now the

*Largest Normal School in the United States.*

Many attribute this remarkable growth to the fact that expenses are less here than at any other place. While expenses are very low, yet to suppose the students flock in and find the instruction of no avail, how soon would the school be a wreck! No, the secret of this success is the thorough, effective work in the classroom. Students get value received for their investments, and go away living recommendations of the efficiency of the methods used.

From every section, county superintendents write us of the good work being done by our students as teachers.

**Especial attention is given to the training of teachers for their work.**

The classes are so sectioned that the average number in each class does not exceed 40. Each student has the same opportunity for work that he would have were the attendance only 200.

Instructions in German, Drawing, Elocution, Vocal Music, Penmanship, and Debating, without extra charge.

The institution is in possession of a fine Library, and an abundance of Anatomical, Philosophical, and Medical Apparatus.

The following, which is taken from the Report prepared by the Committee appointed to investigate the condition of the School, will give an idea of the Institution:

|   |             |
|---|-------------|
| Cost of Buildings controlled by the Principal,  | \$53,793 34 |
| Cost of Apparatus and Library,  | 4,955 00    |
| Since the publication of the report this has been increased at least \$2,000, making the total  |             |
| Cost of Apparatus and Library,  | 6,955 00    |
| Cost of Hall erected by private individuals, (Temple, Lightfoot, Helton, Dodge and Lempster,)   | 21,000 00   |
| Aside from all these, for those who desire private accommodations, there have been provided by the citizens in the vicinity of the school more than 350 large and commodious rooms. |             |
| Expense of carrying on the School for one year,   | 24,757 67   |

# OUTLINE OF THE WORK FOR A TERM.

In order to answer the many letters of inquiry with reference to the classes sustained each term, will give a brief outline of the work for one session, which with a few changes in the higher branches, answer for any term.

**ARITHMETIC**—There will be three grades of classes in Practical Arithmetic, one beginning the work, designed for those who have never studied the subject and those who wish to review the first principles; and another for those who complete the work. The third class will be a review class, and will commence with compound numbers. These grades will be so sectioned as not to mix students in each class. Careful attention will be given to Mental Arithmetic. The method used here in the investigation of the subjects differs from that of any other school. It has been carefully and successfully tested in many of our common and high schools, which confirms the belief that it is just what is needed. The student is not only thoroughly drilled in the work presented in the text-book, but also in numerous practical examples found in every day life. When he has completed the work he will be master of the subject, and can use his knowledge independently of books.

**ALGEBRA**.—There will be four classes in Algebra, one beginning the Elementary work, one commencing at "Radicals," and completing the work. The third class will begin with the Higher Algebra, and the fourth commence with "Radicals" and complete the work.

**GEOMETRY, TRIGONOMETRY, ASTRONOMY, AND SURVEYING AND ENGINEERING**.—There will be one class in Geometry, one in Trigonometry, one in Astronomy, and one in Surveying and Engineering. In Surveying and Engineering the very best instruments will be used. The student will have actual practice in the field, and, completing the work, which can be done in two terms, he will be fully prepared to enter upon the duties of County Surveyor or Civil Engineer. We know of no other place where equal opportunities are offered for gaining a practical knowledge of these subjects in so short a time. The manner in which a subject is presented, not the time, makes perfect.

**COMMERCIAL DEPARTMENT**.—All of the classes in the Commercial Department will be in operation.

**GRAMMAR**.—There will be two classes in Grammar, one for those who desire to begin the work, also for those who have given but little attention to the subject; the other will be an advanced or review class, designed for those who are somewhat familiar with the subject. In the class all of the different Parts of Speech will be taken into consideration, but especial attention given to the difficult points, such as Relative Pronouns, Infinitives, Participles, and Active and Passive Voices of Verbs. In connection with this class, Analysis will be so clearly taught that even those who have never studied the subject thoroughly acquainted with its principles will be enabled to analyze any sentence that may be presented.

**RHETORIC**.—There will be two classes in Rhetoric, one beginning, and one advanced. The first is designed for those who are familiar with the subject of Grammar, and wish to make a practical application of it. In connection with these, classes in composition and Letter Writing will be conducted in such a manner as to make the "much hated composition writing" a pleasure.

**LATIN AND GREEK**.—Beginning and advanced classes will be sustained in both Latin and Greek.

**GEOGRAPHY AND MAP DRAWING**.—These studies will be taught after the approved methods. There is no other school with which we are acquainted, in which these subjects are presented in so attractive a manner as at the Normal. It is one of the most pleasing and useful classes in school. It is not simply the learning of questions and reciting by rote, but the acquisition of useful knowledge so arranged as to be retained by the student. This is a profitable class for teachers, as it affords them many means for interesting their pupils when everything else fails.

**PHYSIOLOGY**.—There will be two classes in Physiology, in which every topic connected with the subject will be thoroughly discussed and fully explained by the use of good apparatus.

**HISTORY AND CIVIL GOVERNMENT**.—History of the United States will be so taught as to give the student a definite plan whereby he may retain those points which are considered so difficult to remember.

**BOTANY, GEOLOGY, AND ZOOLOGY**.—There will be classes in Botany, Zoology, and Geology. These are useful subjects for the teacher. There are no means by which a little child can be so interested as in the analysis of flowers, or a description of the earth, its features, and its myriads of inhabitants, etc.

**PHILOSOPHY AND CHEMISTRY**.—One class will be sustained in Philosophy, and one in Chemistry, in each of which the student will have free access to all the apparatus necessary for the thorough elucidation of any subject; he will perform many experiments for himself, will manufacture his own apparatus, and thus be enabled to repeat these experiments in his own laboratory, and make use of them in whatever profession he may engage.

**ELOCUTION**.—The subject of Elocution, or Reading, will receive the most careful attention, as we consider this an important part of a true education.

**PENMANSHIP**.—This will be taught in a clear and practical manner. The drill in penmanship alone is well worth the entire tuition fee. No extra charge.

**VOCAL MUSIC**.—This will be taught in such a manner as to give a comprehensive view of the rudiments of Music.

**LITERARY EXERCISES**.—Debating and Literary Societies will be so managed as to give all an opportunity of participating. These are so managed as to induce many who have little ability in exercises of this character to become first in the work.

**TEACHERS' TRAINING CLASS**.—Besides all of these classes there will be a Teachers' Training Class, in which all of the common branches will be reviewed and the various plans given for presenting them to pupils. The fact that the teachers who have been trained at this school have given such universal satisfaction, indicates that the plans and methods adopted are just what are needed in common and high schools. Much attention will be given to the Government.

In fact, all of the work in the Teachers' Department will be presented.

## EXTRA BRANCHES.

Instrumental Music, Piano or Organ, and Voice Culture, by one of the most thorough instructors in the State, at \$10 for twenty lessons. Use of Instrument free.

Telegraphy will be taught by G. A. Dodge, one of the best operators on the Pittsburgh, Fort Erie and Chicago Railway. Those who receive instruction here are almost certain of a position as soon as they are qualified. Tuition only \$6 per term. Free use of Instruments.

Phonography, books furnished, \$3.50 per term.

The Medical Department is thoroughly organized. Expense very low.

# DEPARTMENTS.

## PREPARATORY.

The only preparation necessary before entering this department, is that the student be able to read in common school books. No pupil teachers are employed, as we consider a correct elementary education of primary importance. Parents need have no fears with reference to placing their children in this department, as it is in charge of experienced teachers.

## TEACHERS' DEPARTMENT.

This is under the Principal's special charge. The most careful attention is given to the training of teachers for their work. Classes are formed at different periods during the term to accommodate teachers when schools close before the regular opening of the term. By this means no time is lost. All of the subjects taught in any of our schools are thoroughly reviewed, and the "whys" and "wherefores" of each point fully discussed, and the best method of presenting them given. The fact that this department is made up of teachers from almost every State in the Union, enables all to make the course to become familiar, not with the methods in their own State only, but those of others. This is an advantage which cannot be enjoyed at a school where the attendance is small.

## COLLEGIATE DEPARTMENT.

This embraces a Scientific and Classical course. These Courses are acquiring an enviable reputation on account of the careful and thorough work done. It is not the purpose to see how many can be enrolled as graduates, but how many completely master subjects in any course. Students see the difference between thorough work and mere pretension, also between the value of a man earned and one received to secure influence.

## ENGINEERING DEPARTMENT.

L. E. Bogarte, who has charge of this, has recently taken a special course in Harvard College, in order to make himself thoroughly familiar with every department of the subject. This Course embraces all forms of Surveying, and Engineering. It is the most complete course established in any western college. The finest instruments are used. The work is made practical, and when completed, the student is prepared to enter upon the active duties of Surveyor, or Civil Engineer.

## MEDICAL DEPARTMENT.

The Reading Course in Medicine which was organized at the beginning of the present year has attracted so much attention that we have organized a complete Medical Course. The student will enjoy all the advantages found at any Medical College. We have the best of apparatus for the illustration of each subject, and arrangements with a Medical College in Chicago have been perfected for the furnishing of subjects for dissection. Each department is chartered by the State, a diploma from the school will be valid in any State.

## LAW DEPARTMENT.

Replying to the continued solicitations from all parts of the land, we have decided to establish, in connection with the Normal, a complete course in Law. It has been placed in charge of H. N. Carver and C. W. Boucher, which fact is sufficient guarantee that it will be thorough and practical. It is arranged so that the Law Course may be taken alone, or in connection with other studies. This affords students advantages superior to those of any regular Law School, while the expense will not be much as great.

## MUSICAL DEPARTMENT.

The past work of this department has proven, that the advantages are equal to or greater than those of a regular Conservatory; that the course can be completed in less time; that the work is as thorough and practical; and that the expense is much less. Eleven Pianos and seven Organs are in constant use. The instruments are new and of the best quality. Instruction is given on Piano, Organ, Violin, Guitar, and Band Instruments. The Branches taught are Notation, Sight Reading, Part Singing, Voice Culture, Solo Singing, Harmony, March Band, Musical Composition, and Musical Literature. In addition to the regular Course, a vocal Course has this year, been adopted for the benefit of those who wish to make a specialty of the voice only, and to study the general Theory of Music.

## FINE ART DEPARTMENT.

This embraces not elementary work only, but a complete course in all kinds of Drawing and Painting. A student can take this in connection with his regular school work, or devote his entire time to it.

## REVIEW DEPARTMENT.

This affords advantages found at no other school. Many are familiar with certain branches, but desire briefly to review them. Here this can be done. A student can enter at any time, select the particular branches he desires, and pass over them as rapidly as he may wish. No one is held back on account of student's less advanced, but can complete his work in as short a time as possible. This we have found accommodates a large class of students. An abundance of apparatus is supplied for each department. The Institution is in possession of an excellent reference Library. During the present year more than \$1000 have been expended in supplying the latest and most valuable works. The Literary Societies have as fine halls, and have them as nicely furnished as any in the West. The work done in this direction is truly meritorious.



## CALENDAR:

*Summer Term will open April 15, 1879: Review Term will open July 1, 1879: Annual Commencement will occur August 6 and 7, 1879: Fall Term will open September 26, 1879: Winter Term will open November 11, 1879.*

### EXPENSES ARE LESS HERE THAN AT ANY OTHER SCHOOL IN THE LAND

The friends of the Normal will be glad to know that we have perfect arrangement with merchants in Chicago by means of which we are able to have expenses less than ever before. Good board at a cost not to exceed \$1.40 per week, and we hope to reduce even this low rate. A well furnished room had at a cost not to exceed 50 cents per week, thus *the entire expense per week may be brought within \$1.90.* This is conducted on the plan of forming clubs of 20, 30, or 50. Many of our best students prefer it, as the accommodations are very satisfactory, and the expenses reduced.

**At these rates, \$100 in advance will pay for Board, Tuition and Furnished Room for a year of 44 weeks. \$28.90 in advance will pay for Board, Tuition and Furnished Room for one term of 11 weeks.**

We have accommodations at a cost not to exceed \$2.40 per week. This is for our best rooms and board. At this rate the rooms are nicely carpeted and well furnished.

**THE LADIES HALLS.**--We have buildings prepared especially for ladies. In these rooms are arranged in suites. Two students have a sitting-room, bed-room and wardrobe. These are handsomely furnished, and placed in charge of an experienced matron. No expense is spared in making everything attractive and home-like.

### REASONS WHY WE FURNISH BETTER ACCOMMODATIONS, AND LOWER RATES THAN ANY OTHER SCHOOL:

**I.** We own not only the school buildings, but the Boarding Houses as well, and pay no rent, and the institution is free of debt. **II.** Valparaiso is located but two hours' ride from Chicago. Provisions are purchased from the best wholesale houses in the city, and being ordered in large quantities, can be had at the very lowest rates, besides all commissions are avoided. **III.** We use our own produce.

At the above rates we place in each room the following articles: A handsome Ingrain Carpet, Bedstead, Bed and Bedding, consisting of Mattress, Bolster, Pillows, two Sheets, one heavy Coverlet (which might be well for students to bring an extra blanket with them), Table, Chairs, Wash Bowl and Mirror, Curtains, Bucket, Wood-Box, &c. We furnish everything except Towels, Lights, and Fuel. Rooms are furnished or unfurnished, for self boarding, at very low rates.

### AMPLE ROOM HAS BEEN PROVIDED.

No one need fear that he will not be accommodated at the advertised rates. Should we fall short, his traveling expenses to and from the school will be paid by us.

**BOOKS.**--These may be rented at ten cents per volume for the term, thus saving great expense. So complete are our arrangements that parents who visit us are at once convinced of the wisdom of paying the extravagant school bills which are usually exacted.

## CHARACTER OF THE WORK.

During the past five years every effort has been made for the building up of an institution which should be known not by its large attendance only, but by the thoroughness of its work. That the design has been accomplished is seen in the work of our students in their various vocations in life. This is also the growing interest of educators everywhere toward our school and the success it has achieved. Principals of High Schools, County Superintendents, Presidents of Colleges, and State Superintendents have visited us, carefully inspected the work, and testify to the correctness and efficiency of the instruction.

None but the most experienced teachers are employed, and these have been selected on account of their peculiar fitness for their work; each having made a specialty of certain branches. So many teachers are employed that no one has charge of more than two subjects. By this fact their work is much more effective. Besides this the school is supplied with every convenience found at the older institutions of learning. Hence while every effort has been made to reduce the expenses of the student, yet no means have been spared in the complete equipment of every department of the school.

**We do not ask any one to take our word alone as evidence of what we are doing, nor do we subscribe a list of testimonials, but will say that the catalogue contains the names of our graduates, to any of whom reference may be made; and further,**

**Should things not be as represented, or should students be dissatisfied with their work in any of the departments,**

**MONEY, IN ALL CASES, WILL BE REFUNDED. THE SCHOOL MUST STAND UPON ITS OWN MERITS.**

Any questions will be cheerfully answered. Catalogues sent free. Address

**H. B. BROWN, Principal**

In sending for catalogue please write plainly your name, the name of your P. O., County and State.

# **SPECIAL ANNOUNCEMENT.**

## **ONE OF THE MOST COMPLETE AND Extensive Commercial Colleges IN THE LAND, ESTABLISHED AT VALPARAISO, INDIANA.**

The Commercial Department in connection with the Normal School has accomplished a great deal, the continued growth of the school, and the high standard to which the other departments have attained, have necessitated a change.

Taking this step, Mr. C. W. Boucher, a graduate of two commercial schools, and a thorough, energetic, made a tour of investigation, visiting several of the best Commercial Colleges in the West, making himself familiar with all of the latest improvements, and with the methods of conducting a school.

A large and commodious room in the College building has been fitted up without regard to expense, the most extensive line of offices ever attempted in any commercial school has been made. So that this is not a department only but a Complete Business College.

From its completeness can be had by a brief outline of the work to be done. The student enters the Commercial or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, balancing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, and all the books and forms as used in Commission and Shipping, Partnership, Banking, Steamboating, Insurance, Commercial Arithmetic, Commercial Correspondence, English Grammar and Debating. After completing this course, he passes into the

### **Practical Department.**

He will be furnished with manuscript work. That is, so much to do each day. All work will be checked by the teacher in charge, and nothing permitted to pass that is not perfect in every particular. In this Department he will pass from one office to another, remaining long enough in each to become thoroughly acquainted with its actual work. The first is the

#### **Real Estate Office.**

Here he buys and sells real estate; takes notes; makes out deeds and mortgages; closes mortgages; property sold; and performs all of the business connected with real estate. From this he passes into the

#### **Insurance Office.**

He organizes a company; insures property; pays losses; declares dividends; and enters in detail into the intricacies of the law governing such a company. From this he passes into the

#### **Commission House.**

He receives invoices, consignments and shipments; buys and sells on commission; makes statements, and performs all of the duties as found in this house. From this to the

#### **Transportation and Shipping Office.**

He makes out bills of lading; enters into contracts, and becomes responsible for goods shipped; attends to goods at foreign ports, &c., &c. From this to the

#### **Jobbing and Importing Office.**

Merchandise of all kinds is bought and sold for cash; on time; for notes; &c. The purchaser may return the invoice is taken; the store closed; the account settled at 50 cents on the dollar, &c. From this to the

#### **Merchants Emporium.**

All articles of trade are bought and sold, either in large or small quantities; the goods billed, and the proper books; drafts drawn or accepted; payments made, &c. From this to the

#### **Railroad Office.**

Railroad Book-keeping in all its forms is fully illustrated, from the organization of a company to the payment of dividends. From this to the Freight Office, thence to the Express Office, and then to the Ticket Office, in each of which all of the business connected therewith is fully illustrated. From this to the

#### **BANK.**

He performs consecutively the duties of Receiving and Paying Tellers, Discount Clerk, Cashier, Transfer Clerk, and Collection Clerk; deals in Gold Certificates, U. S. Bonds, City Bonds, Foreign Exchange, Commercial Paper; receives drafts, and does a general Banking Business.

Have made arrangements with different Commercial Colleges in the U. S., so that business transactions of all kinds are carried on the same as in actual business. Shipments made, commissions on real estate purchased, &c. Money will be deposited in the banks at different places, so that our Commercial Course will be the most thoroughly practical one ever arranged.

#### **COMMERCIAL LAW.**

In connection with the work in each office, the law governing its transactions will be taught in detail and technicalities carefully explained.

By business with other Colleges teaches the student many things that cannot be learned in any other way. Besides, it is the nearest to the actual work of any plan that can be devised.

Be confident that to the young lady or gentleman desiring a complete Business Education we offer a course superior to those of any other school.

Have made everything so practical that the course will be of incalculable value to any young person who shall afterward give his attention to Book-keeping or not.

### **EXPENSES.**

At most Commercial Colleges the tuition is from \$35 to \$50 per term, and board from \$1 to \$6 per week, here the tuition is but \$3, which not only admits the student into the Commercial Department, but to enter in any department of the school. On entering the Practical Department, the student will pay a fee to defray expense of books, &c. Good board and well furnished room at same rates as named on page 2. Everything is not as thorough, complete, and practical as represented, no tuition is charged. For further information, address

**H. B. BROWN, President.**

# A THOROUGH REVIEW

Of all the Branches Taught in our Common and Graded Schools.

## TEACHERS, READ THIS CIRCULAR CAREFULLY

### A REVIEW TERM

AT THE

## NORTHERN - INDIANA NORMAL SCHOOL

Valparaiso, Indiana.

THE UNPARALLELED SUCCESS that attended the sessions of the past two years has convinced us that this REVIEW TERM meets a want for which no provision had been made.

We have decided to make it a permanent arrangement. No labor or expense will be spared in order that it may be one of the best Institutes in the land. The term will open and continue six weeks. We will have school on the Fourth of July, the same as any other day.

### AN ADVANTAGE NOT FOUND AT ANY OTHER SCHOOL

Students will have the opportunity not only of reviewing any branch they desire, but of witnessing the Normal methods practically applied in the class-room, as all of the classes will be sustained during this term. Daily recitations in each branch.

It is a well known fact among teachers that *we do forget*. Although we may be constantly engaged in school work, yet we become so familiar with our own plans and methods that we forget many of the underlying facts and principles of the subjects we teach. As a result much of our interest and enthusiasm is lost, while with those branches which we do not teach we become almost wholly unfamiliar.

There is another class who forget. It is composed of those who have been engaged for several terms in studying branches not taught in our Common and High Schools.

It is too true that graduates, generally, are not so well prepared for examination for a teaching certificate at the close of their college course, as they were when they began it, simply because they have so long neglected the common branches. What they need is a brief review.

To afford all not only a means of thoroughly reviewing those branches, but also an opportunity of exchanging ideas with teachers from all parts of the United States and the Canadas, this Institute has been organized. This provides a way whereby all may prepare themselves for the work of the coming year, to enter the school-room a well trained teacher, or the class-room full of new life, energy and enthusiasm.

**RANGE OF WORK.**—There will be not only the regular classes but review classes in all subjects indicated in the "Outline of Study" as given in the catalogue, or in our regular term circular, and no one need fear that he will not be accommodated.

### POINTS OF SUPERIORITY.

I. This being the largest Normal School in the land, an opportunity for meeting with a greater number of teachers than at any other place will be afforded. This will be a means of becoming familiar with the workings of the numerous schools throughout the land.

II. The instructors are practical teachers and have for many years given their entire attention to particular branches in which they give instruction. This, together with the fact that they are all actual workers in a training school, peculiarly qualifies them for their work.

III. Students can enter at any time during the summer term and continue their studies during short term, as **regular classes will be sustained**, thus giving all who may wish a review only an opportunity of becoming familiar with the actual work in the class-room.

IV. The classes will be so sectioned that each student will have an opportunity of applying what he may learn them.

V. The advantages of superior apparatus for illustrating each subject, and the access to a fine reading library.

VI. **EXPENSES** are less here than at any other place where Institutes will be held. Tuition for term, \$5. Good board and well furnished room, \$2.50 per week. Board in private families. Ample opportunities for self-boarding.

VII. **BOOKS.**—Students need not purchase any new books. The ones they may bring with them will answer every purpose.

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Those who have been confined to the school-room during the year, and desire to combine recreation and improvement, will find this city a most suitable place. Being located within an hour's ride of Chicago, and fifteen miles of Lake Michigan, and having in its vicinity a beautiful lake whose waters are placid, a steamer and numerous sail and row boats for the accommodation of visitors, this is a most pleasant resort.

Our citizens are courteous, kind and sociable to students. Add to this the fact that it is one of the healthful locations in the West, and we think for points of comfort and pleasure it cannot be surpassed.

*We hope to make this one of the most pleasant and profitable Institutes in the West.*

We have already secured the services of all of our regular teachers, and also those of other instructors, and make the work more effective have so arranged that no teacher shall have charge of more than three sections each day. In order that everything may be arranged so as to give the most in the shortest time, we have already assigned to each teacher his especial work. This will be so carefully prepared before the term opens, that we feel confident all will be satisfied with the results of our efforts.

It is earnestly desired that all who possibly can will be present at the opening of the session. In connection with this read the regular term circular, and then send for catalogue, which will be forwarded free of charge.

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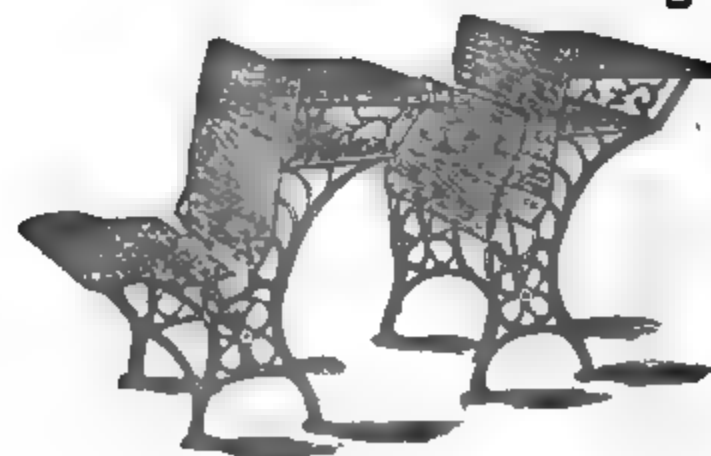
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A large and commodious room has been fitted up without regard to expense, and the most extensive line of offices ever attempted in any commercial school has been arranged. So that this is not a department only, but a complete Business College.

An idea of its completeness can be had by a brief outline of the work to be done. The student enters the elementary or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, opening and closing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, &c., with the books and forms as used in Commission and Shipping, Partnership, Banking, Steamboating and Railroad, Commercial Arithmetic, Commercial Correspondence, English Grammar, and Debating. After completing this course, he enters into the

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While the Commercial Department in connection with the Normal School has accomplished a great work, yet the continued growth of the school, and the high standard to which the other departments have been raised, have necessitated a change.

Before taking this step, Mr. C. W. Boucher, a graduate of two commercial schools, and a thorough, energetic teacher, made a tour of investigation, visiting several of the best Commercial Colleges in the land, thus making himself familiar with all of the latest improvements, and with the methods of conducting such a school.

A large and commodious room has been fitted up without regard to expense, and the most extensive line of offices ever attempted in any commercial school has been arranged. So that this is not a department only, but a complete Business College.

An idea of its completeness can be had by a brief outline of the work to be done. The student enters the elementary or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, opening and closing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, &c., with the books and forms as used in Commission and Shipping, Partnership, Banking, Steamboating and Railroading. Commercial Arithmetic, Commercial Correspondence, English Grammar, and Debating. After completing this course, he enters into the

**Practical Department.**—Here he will be furnished with manuscript work. That is so much to do each day. All work will be inspected by the teacher in charge, and nothing permitted to pass that is not perfect in every respect. In this Department he will pass from one office to another, remaining long enough in each to become thoroughly acquainted with its actual work. The first is the **Real Estate Office**. In this he buys and sells real estate, takes notes, makes out deeds and mortgages, closes mortgages, has the property sold, and performs all of the business connected with real estate. From this he passes into the **Insurance Office**. Here he organizes a company, insures property, pays losses, declares dividends, and enters in detail into the technicalities of the law governing such a company. From this he passes into the **Commission House**. Here he receives invoices, consignments, and shipments; buys and sells on commission, makes statements, and performs all of the duties as found in this house. From this to the **Transportation and Shipping Office**. Here he makes out bills of lading, enters into contracts, and becomes responsible for goods shipped; delivers goods at foreign ports, &c., &c. From this to the **Jobbing and Importing Office**. Here merchandise of all kinds is bought and sold for cash, on time, for notes, &c. The purchaser may fail—an invoice is taken, the store closed, the account settled at 50 cents on the dollar, &c. From this to the **Merchants' Emporium**. Here all articles of trade are bought and sold, either in large or small quantities; the goods billed, and entered in the proper books; drafts drawn and accepted, payments made, &c. From this to the **Railroad Office**. Here Railroad Book-keeping in all its forms is illustrated, from the organization of a company to the declaring of dividends. From this to the **Freight Office**, thence to the **Express Office**, and then to the **Post Office**, in each of which all of the business connected therewith is fully illustrated. From this to the **Bank**. Here he performs consecutively the duties of Receiving and Paying Tellers, Discount Clerk, Cashier, Book-keeper, and Collection Clerk; deals in Gold Certificates, U. S. Bonds, Foreign Exchange, discounts Commercial Paper, receives drafts, and does a general Banking Business.

We have made arrangements with different Commercial Colleges in the United States, so that business transactions of all kinds are carried on the same as in actual business. Shipments made, commissions received, real estate purchased, &c. Money will be deposited in the banks at different places, so that our Commercial Course will be the most thoroughly practical one ever arranged.

**Commercial Law.**—In connection with the work in each office, the law governing its transactions will be taught in detail, and all technicalities carefully explained.

Doing business with other Colleges teaches the student many things that cannot be learned in any other way. Besides, it is the nearest to the actual work of any plan that can be devised.

We feel confident that to the young lady or gentleman desiring a complete Business Education, we offer advantages superior to those of any other school. We have made everything so practical that the course will be of incalculable value to any young person whether he shall afterwards give his attention to book-keeping or not.

**Expenses.**—While at most Commercial Colleges the tuition is from \$35 to \$50 per term, and board from \$4 to \$6 per week, here the tuition is but \$8, which not only admits the student into the Commercial Department, but to any class in any department of the school. On entering the Practical Department, the student will pay a fee of \$2 to defray expense of books, &c. Good board and well furnished room at a cost not to exceed \$2.40 per week. If everything is not as thorough, complete, and practical as represented, no tuition will be charged. For further information address

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THE TERRE HAUTE COMMERCIAL COLLEGE has set apart the months of July and August for imparting *Special Instruction in Penmanship* to teachers. Every teacher in the State desirous of improving in this BEAUTIFUL ART, should accept this privilege. TERMS: \$5 per month, commencing Tuesday, July 1st. For further information call on or address the principal,

6-1t

R. GARVIN, Terre Haute, Ind.

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## HARVARD UNIVERSITY

ADMISSION EXAMINATION—At Cincinnati and Chicago, 1879.

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Examination for admission to Harvard College (preliminary and entire), the Lawrence Scientific School, the Medical School and the Law School, will be held in Cincinnati, Ohio, and in Chicago, Illinois, on June 26, 27, and 28, beginning at 8 A. M. on June 26.

These examinations, which are identical with those held in Cambridge, are free to all who intend to enter the above departments of the University, and open to others upon payment of a fee of \$10.

Persons who propose to pass these examinations are requested to inform the Secretary of Harvard University, Cambridge, Mass., of their purpose before June 15, and to address him for further information.

The Admission Examinations of the University will be held at Cincinnati and Chicago each year on the three days following the last Wednesday in June.

The precise place in each city at which the examinations will be held will be announced in the *Cincinnati Gazette and Commercial*, and in the *Chicago Tribune and Journal*, of June 24 and 25.

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THOMPSON'S SUMMER SCHOOL OF

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A few reasons for this wonderful growth:

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2. None but thorough, experienced teachers are employed in any of the departments.
3. Students can enter at any time, select their own studies, begin just where they wish, and advance as rapidly as they may desire.
4. The accommodations are first class in every respect, and the expense less than at any other school in the land.
5. The institution has an abundance of apparatus, and one of the best libraries in the West.
6. Because each student gets value received for his investment, and goes forth a living, working, recommendation of the school.

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**H. B. BROWN, Principal.**



# CENTRAL NORMAL COLLEGE

AND

## COMMERCIAL INSTITUTE,

*Danville, - Hendricks Co. - Indiana.*

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### *SPECIAL ANNOUNCEMENT.*

The Summer Institute of this institution will begin July 8, and continue four weeks. All the Common Branches will be taught in beginning, advanced, and review classes. Classes will also be organized in all the Natural Sciences, Algebra, Rhetoric, and Latin.

The distinctive features will be the **Teachers' Training Class**, in which will be developed the best methods of teaching and governing. The work in this class alone will be worth many times the entire expenses of the term.

The various classes will be in charge of the regular faculty of the school, and will be managed with reference to the needs of the teachers. Those who desire to prepare for examination, and those who desire to elevate the standard of their work, will find their wants fully met here.

**EXPENSES.**—Board per week, \$1.50. Room rent per week, 50 cents.

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Central Normal, Danville, Ind.

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# Central Normal College

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## HENDRICKS COUNTY, - - INDIANA.

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IN THE WEST.

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## CALENDAR.

Spring Term opens February 4th, 1879; Summer Term opens April 22d, 1879; Summer Institute opens July 8th, 1879; Fall Term opens September 2d, 1879. Third Annual Commencement will occur July 31st, 1879.

## EXPENSES.

|  |                  |
|--|------------------|
| Tuition per term of 11 weeks.....            | \$8.00           |
| Tuition for Summer Institute of 4 weeks..... | \$3.00           |
| Board per week in private families.....      | \$1.75 to \$2.00 |
| Board per week in clubs.....                 | \$1.50           |

Room rent per week (room furnished and carpeted) not to exceed 50 cents.

Many of our best pupils board themselves at a cost per week of less than \$1.00.

***Good board and nice rooms can be had at these prices.***

☛ We desire to be held to strict account for every statement made in this circular.

The school is in an excellent condition, was never more prosperous than at present.

The ***same Faculty*** that stood by the institution in the darker hours of its early history still proudly stand by it and zealously labor for it in its present prosperity.

***Better inducements*** are now offered than have ever been offered before by this or any other institution.

## THE LIBRARY

Still continues to be increased. In the long row of new cases are to be found almost any book that could be needed by the student for investigation. First, a person's attention would be called to the Encyclopedias, a set of books which at a fair estimate may be valued at \$400. Then on both sides of these may be found a choice collection of the works of standard authors—modern and ancient—Emerson, Bayne, Ruskin, Macaulay, Mommsen, Gibbon, Hawthorne, Draper, Dana, Agassiz, Herbert Spencer, Huxley, Darwin, McCosh, Sir W. Hamilton, J. S. Mill, Disraeli, Carlyle, Lowell, Whittier, Longfellow, Keats, Hood, Gray, Chaucer, Dante, E. P. Whipple, Young, Milton, Shakespeare, Hume, Max Muller—but space forbids any more of the long list.

Probably no fact indicates more certainly the character of the school, the vigorous work being done, the life that exists in all its parts, than the fact that the reference library is in constant use by a large number of pupils over **TEN HOURS EVERY DAY**. A special room 45x20 has been fitted up for this purpose and is in charge of an obliging librarian.

## ILLUSTRATIVE APPARATUS.

To meet a growing demand in this country we have established a thorough ***Special Science*** Course. This department is supplied with the fullest line of illustrative apparatus to be found in any normal school in the United States. Those who desire it have an opportunity to study the natural sciences every term and have the use of an ***elegant Microscope*** magnifying from 2,500 to 160,000 areas; maps and charts; ***several thousand*** accurately named and well arranged geological specimens; air-pumps, frictional, magnetic and galvanic electrical machines, Hiero's Fountain, Barker's Mill, chemical apparatus sufficient to perform 1,000 experiments, and philosophical apparatus sufficient to perform 500 instructive and pleasing experiments. The students are taught to perform the experiments themselves, and on our apparatus may be seen many indications of their inventive ingenuity. In Anatomy and Physiology the pupils have access to all the apparatus of the Preparatory Medical Course. In this class will be found a manikin, models of the ***Eye, Ear, Heart, Lungs, Brain, Skin, two Skeletons*** and an additional ***Disarticulated Skull***, showing ***separately and distinctly*** the ***Sphenoid, Ethmoid, Temporal, Palatal, Vomer, Turbinated, Lachrymal, etc.***



## THE TEACHERS' TRAINING CLASS

Is an important feature of the Institution and is under the charge of the Principal. The drill is invaluable to those who expect to teach. No one can afford to miss it.

## GRAMMAR.

The advanced Grammar class has become very widely and favorably known throughout this and other States. Many of our pupils have testified to the assertion that the drill in Grammar has more than repaid them for all the time and money spent at the Institution.

## INSTRUMENTAL MUSIC.

This Department is under the instruction of Miss Lottie Kaderly, a graduate of Musical University, New York, and also a pupil of the distinguished teachers, W. S. B. Mathews, of Chicago, and J. M. North, of St. Louis.

She is one of the best musicians in the west, and is universally popular.

She has purchased a new elegant Square Grand Piano. It adorns our magnificent and commodious chapel.

## COMMERCIAL DEPARTMENT.

We call attention briefly to the fact that this Department is thoroughly equipped and provided with currency, merchandise, a bank and other requisites for *actual business*.

## LOCATION.

Danville is the county seat of Hendricks county, situated on the Indianapolis and St. Louis Railroad about twenty miles west of Indianapolis and eighteen miles northeast of Greencastle. The location is beautiful and healthful, the population about 2,000.

The students are made welcome to six churches and five Sunday-schools.

Danville is not surpassed by any locality for morality, temperance and intelligence. By the determination of the citizens of this town and county *there is not a saloon in Danville or Hendricks county*.

## HISTORY OF THE CENTRAL NORMAL.

The Central Normal College was organized September 5, 1876, in Ladoga, Montgomery county, Indiana. It continued in this place with remarkable prosperity until it outgrew its accommodations.

On the tenth day of May, 1878, the Institution, with all its apparatus, libraries, and nearly all the students, except the local patronage, was moved with great success and satisfaction to Danville.

This location was chosen for the permanent home of the Normal on account of its superior advantages; one of which—not to mention *public sentiment*, excellent accommodations, a large number of rooms at low rates, and the co-operation of one of the best communities in the United States—is, *the large, newly repaired, handsome*

## NORMAL BUILDING.

This building is probably the best arranged structure in the State for a Normal School. It is commodious, contains a *large chapel* and thirteen other rooms devoted to *Recitations, Library, Cabinet, Laboratory, Commercial Department, Fine Art Department, etc.*

## THE OUTLOOK.

From the day the Normal doors were opened in Danville the continued and increasing prosperity of the school has been assured.

Encouragement has come from all sides. Students have come from every quarter of the Union. Many families have moved here to obtain the advantages of the school. Every term has been larger than any corresponding previous term. About one hundred visitors have recently examined the work of the school to their delight and satisfaction. At present over a dozen Colleges and Normal Schools, nearly fifty counties of Indiana, nine States and two Territories are represented. The students have confidence in the school and are delighted with the work. We

feel safe, therefore, in making the promise that the Central Normal shall continue to be the *thriftiest, most thorough, most practical and most economical* school in the land.

## TWENTY-ONE ADVANTAGES.

1. We have a full faculty of experienced and *Normally* trained teachers.
2. The teachers (the Law and Telegraphic Departments excepted) devote all their time to school work. None are absorbed in *other professions or book-selling*, as in many institutions.
3. The teachers work for the progress of each pupil.
4. There are no grog shops in Danville.
5. We have a large, well arranged and comfortably furnished building.
6. Pleasant relations exist between the teachers and students and the citizens and students.
7. Wealth has nothing to do with the social standing of the pupils.
8. Classes are kept at proper sizes.
9. We have the hearty support and co-operation of a good community.
10. The Common Branches are taught by the best teachers in the institution.
11. Students can enter at any time and will be carefully provided for.
12. *Text-books can be rented* at 10 cents per volume a term.
13. The Natural Sciences are taught every term.
14. The Modern Languages—German and French—are taught by the Natural Method.
15. There is *No Extra Charge* for the *Law Course, Preparatory Medical, Commercial, Drawing, German or Vocal Music*.
16. Our students are being constantly called to high positions, and are universally successful.
17. We spare no pains in securing for our pupils good positions.
18. The students feel that the *school* is *theirs*.
19. The institution is alive with *activity, enthusiasm, vim, drive and a spirit of investigation*.
20. The school is the best equipped of any independent Normal in the State.
21. It is the *most economical* school in the State.

## STATISTICS.

The following statistics show something of the growth of the school and the facilities here offered for instruction :

The school was organized Sept. 5, 1876, with 48 pupils.

The enrollment, Fall Term, '76, was 61; Fall Term, '77, 142; Fall Term, '78, 202; Summer Term, '77, 210; Summer Term, '78, 275.

|   |          |
|---|----------|
| Number of Teachers...                             | 12       |
| Number of Graduates, Scientific Course, 1878..... | 12       |
| Number of Graduates, Teachers' Course, 1878.....  | 13       |
| Number of Graduates, Business Course, 1878.....   | 19       |
| Enrollment, 1877-78.....                          | 500      |
| Value of Apparatus .....                          | \$ 1,000 |
| Value of Library.. .....                          | 2,000    |
| Value of School Property .....                    | 30,000   |

Having read this circular, please hand it to some one who will likely be interested in this kind of a school. If you desire to attend a school in which the teachers do the reciting while the students look on indifferently, DO NOT COME HERE.

If you desire to go to a school in which every teacher is interested and works for the welfare of every pupil, a school in which work, normal enthusiasm, vim and economy are marked features, one in which a great deal is accomplished in a short time, a school in which the air is permeated with friendship, good feelings and work, COME TO DANVILLE.

For further information concerning the school, write at once. Send your name for the new catalogue. Address,

FRANK P. ADAMS,

Principal Central Normal,

DANVILLE, IND.

# A THOROUGH REVIEW

Of all the Branches Taught in our Common and Graded Schools..

## A REVIEW TERM AT THE NORTHERN-INDIANA NORMAL SCHOOL VALPARAISO, IND.

The Unparalleled Success that attended the sessions of the past two years has convinced us that this Review Term meets a want for which no provision had been made. We have decided to make it a permanent arrangement. No labor or expense will be spared in order that it may be one of the best Institutes in the land. The term will open July 1, and continue six weeks. We will have school on the Fourth of July, the same as any other day.

### WHAT WILL BE ACCOMPLISHED.

There will be Beginning, Advanced and Review classes in Arithmetic. Those who attend will obtain a thorough knowledge of the plans and methods used in the Normal. These methods differ from those found at any other school.

There will be four classes in Algebra, giving students an opportunity to begin wherever they may desire.

There will be classes in Geometry, Trigonometry, and an especial course in Surveying and Engineering with field practice.

There will be three classes in Grammar, one Beginning, one Advanced or Review, in which the entire term will be given to parsing. All the difficult points, such as the Double Relative, Infinitive, Participle, and Passive Voices of Verbs, etc., will be thoroughly discussed; another class, in which the entire term will be given to analysis. This will give all a means of thoroughly reviewing the entire subject.

There will be two classes in Rhetoric, one Beginning, the other Advanced.

There will be Beginning, Advanced and Review classes in Latin.

There will be classes in both Physical and Descriptive Geography, also one in Map-drawing. The plan of presenting these subjects is new, and should be familiar to every teacher. One term will be sufficient time to become fully acquainted with the methods.

There will be classes in History and Civil Government. These will be taught by the Outline or Topic method. The Outline, as prepared by the teacher, may be used in any school, and will be a valuable aid in memorizing dates, etc.

There will be classes in Botany, Geology and Zoology, giving the entire term to each subject.

There will be classes in Physiology, Philosophy, and both Philosophical and analytical Chemistry. These will be illustrated by means of superior apparatus, thus giving the students an advantage which cannot be enjoyed elsewhere.

There will be classes in Elocution, Penmanship, German, Drawing, Vocal Music, Letter Writing, Composition and Debating; no extra charge.

Each class will be in charge of one of the members of the Faculty.

While the student will have the advantage of being in these Regular and Review classes, yet the IMPORTANT FEATURE of the term will be

Besides all these classes, there will be the regular classes in each branch, which will give all an opportunity of seeing the methods practically applied.

### THE TEACHERS' TRAINING CLASS.

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**Fifth Term.**—Algebra; Physics and Chemistry; Educational Psychology; Civil Government and Constitution of the United States.

**Sixth Term.**—Algebra; United States History; Educational Psychology; Composition and Rhetoric.

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They must pass a fair examination in Reading, Spelling, Geography, and Arithmetic, through Percentage. They must write a legible hand, and be able to analyze and parse simple sentences.

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7. No student will be admitted to the Normal School who does not intend, *in good faith*, to qualify *himself* or *herself* to teach in public schools of the State.
8. It is important that every student expecting to attend the Normal School should be present the *first day* of the term, that all may be examined and classified. Those who enter a few days *after* the beginning of a term, take, in their examination, the time of teachers which should be given to instruction. Besides, those who are tardy at entering, find it difficult to "make up" lost lessons.
9. Every student admitted to the Institution will be required to give satisfactory evidence of a good moral character, and of fair intellectual abilities. The personal appearance and the conduct of the individual, together with a letter from some responsible citizen of known integrity, in whom the bearer is personally known, will be taken as evidence in reference to character.
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**(See Next Page.)**

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|                               |                                  |                                   |
|-------------------------------|----------------------------------|-----------------------------------|
| <b>BEEF</b> , page 120 . . 15 | <b>EYE</b> , page 488 . . . 11   | <b>RAVELIN</b> , page 1089 . .    |
| <b>BOILER</b> , page 148 . 17 | <b>HORSE</b> , page 639 . . . 45 | <b>SHIPS</b> , pages 1164, 1219 . |
| <b>CASTLE</b> , page 203 . 24 | <b>MOLDINGS</b> , page 851 . 10  | <b>STEAM-ENGINE</b> , page 1297 . |
| <b>COLUMN</b> , page 253 26   | <b>PHRENOLOGY</b> , page 982 37  | <b>TIMBERS</b> , page 1385 . .    |

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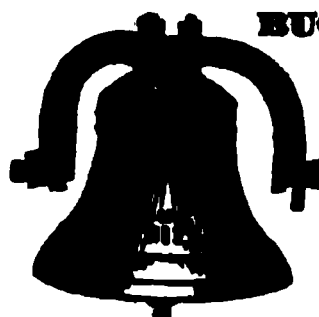
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### WHAT WILL BE ACCOMPLISHED.

There will be Beginning, Advanced and Review classes in Arithmetic. Those who attend will obtain a thorough knowledge of the plans and methods used in the Normal. These methods differ from those found at any other school.

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There will be two classes in Rhetoric, one Beginning, the other Advanced.

There will be Beginning, Advanced and Review classes in Latin.

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### THE TEACHERS' TRAINING CLASS.

In this, the Normal methods of presenting all of the subjects in the different branches will be given. Our methods are becoming so popular that many come to attend at this class only. Much attention will be given to school government.

We have already secured the services of all our regular teachers, and also those of other instructors, and to make the work more effective, have so arranged that no teacher shall have charge of more than three recitations each day. In order that everything may be arranged so as to give the most in the shortest time, we have already assigned to each teacher his especial work. This will be so carefully prepared before the term opens, that we feel confident that all will be satisfied with the result of our efforts.

### POINTS OF SUPERIORITY.

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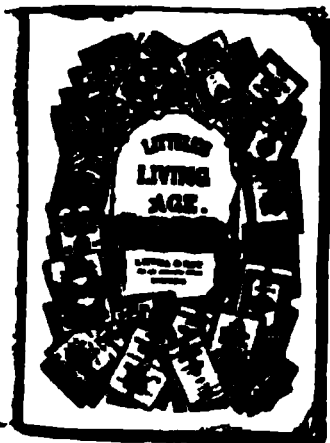
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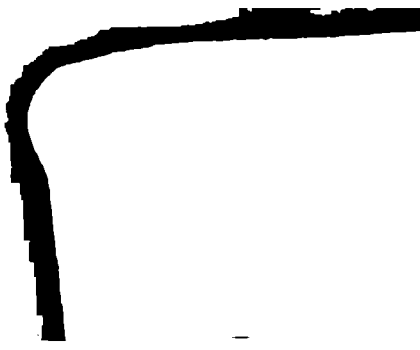
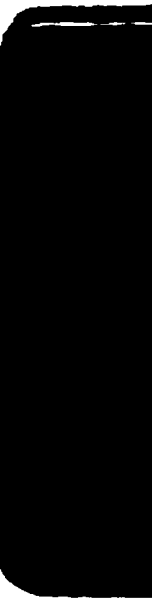








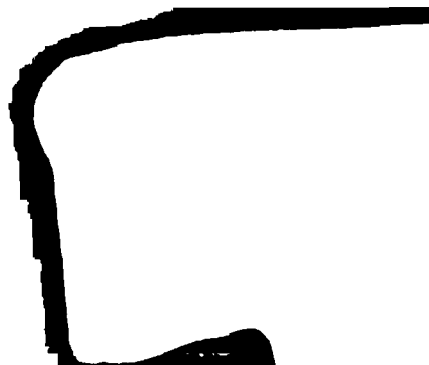
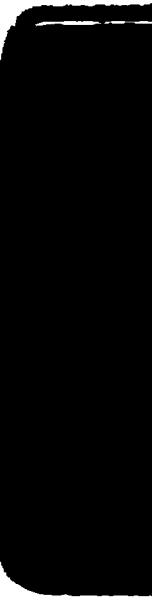
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